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DISTRICT IMPROVEMENT PLAN

**The Influence of Arabic Parental Involvement on Their Children's Academic Progress
Currently Enrolled in First Through Third Grade in Worth School District 127**

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CAPSTONE

For the Degree of Doctorate of Education, Ed.D.

Interdisciplinary Leadership, Superintendent Concentration

Governors State University

University Park, IL 60484

Summer 2019

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Abstract

Worth School District 127 is located in the south suburbs of Chicago and maintains a K-8 student population of approximately 1,139 students. Twenty-one percent of Worth School District 127's student population is considered to be English Learners (EL), and forty-seven percent of that population of students are Arabic students. There are currently two certified Arabic instructors employed by the district and one Arabic English Learners Tutor. All three of these staff members also serve as cultural brokers for Worth School District 127 and offer much academic and social support to the Arabic community of Worth. The number of Arabic families registering in Worth School District 127 continues to grow each year, and this has created the need for the district to meet the unique needs of these families and prepare the staff to provide them with an education and parental support equal to that offered to all families registered in the district. The need has emerged for the district to appoint a District Improvement Team made up of various stakeholders with a vested interest in serving the Arabic population of Worth School District 127. The following capstone served as a framework in the development of this team and their goal to develop, implement, and assess the success of a District Improvement Plan.

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Acknowledgments

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Governors State University
Doctorate of Interdisciplinary Leadership Program

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CHAPTER I

Introduction

America is recognized internationally for being a nation built upon immigration. People come to America from all parts of the world for various reasons, one being to access the education system. Most recent Census Bureau data shows that approximately 35 million of the current U.S. population were born outside of the country (<https://census.gov>). Immigrants arriving in the 21st Century, the majority coming from Mexico, Latin American, Asia, India, and the Middle East are much better educated than those who arrived in the past (Coan, 2011). Both Asia and India are experiencing what experts are calling a “brain drain” especially in the areas of science and technology – due to the fact that their highest-educated and most intelligent citizens have, and continue to, migrate to the U.S. and other Western nations in search of better futures. Educated immigrants arriving in the U.S. often have mastery of the English language and a strong understanding of the U.S. education system, however; the majority of immigrants in the United States arrive lacking knowledge in the U.S. education system (Coan, 2011). In the 1960s, due to political instability in their native land, many Arab families moved to the United States in hopes of securing a safer and better life. Arab families continue to immigrate to the U.S. due to ongoing political instability within the Middle East, (Wingfield, 2006).

For many immigrant parents, the U.S education system is their first experience with certain levels of education, especially education delivered in the English language (Lahaie, 2001). The adaption to this new culture can be supported by schools offering family support and encouraging family involvement (Spring, 2009). Arab immigrant parents realize the importance of education and want to be involved in their children’s education, but many are not proficient in

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English, making conversing with school staff and other parents extremely intimidating and stressful (Shaheen, 2001).

All parents, but especially parents who may be intimidated by a new educational system, need to know that they are welcome to become involved in the education of their child. To feel welcome, they must believe that the school district has made every effort to learn about their culture and language (Casanova, 2001). However, the first step a district must take is to make sure that the staff understands their own culture first. Truly understanding your own culture is a major step closer to understanding the culture of others (Casanova, 2010). Casanova strongly believes that a misunderstanding between immigrant families and school staff is that, many people truly do not understand that values are the core of all culture, and are only truly understood when one studies customs, behavior, and communication styles of the cultures they serve (2010).

Many schools in the U.S. are failing to assist their staff with regards to responding to the unique needs of immigrant and EL parents. In 2015, while addressing the National Association of Latino Elected and Appointed Officials Educational Fund's school governance, the Office of English Language Acquisition (OELA) recognized this failure as a national educational concern. They unveiled a draft of a plan that would assist school districts to prepare teachers, and encourage parent engagement (Mitchell, 2015). The draft developed into an EL toolkit and is available online on the OELA website. School districts are required under Title VI of the Civil Rights Act of 1964 to be equipped with tools, and resources to meet the needs of EL students and allow them full and equal access to the general and specialized curriculum (U.S. Department of Education, 2016).

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The Illinois State Board of Education completes strict compliance visits at every school district receiving EL federal grant monies. During a compliance visit the requirements of Title VI are monitored, teachers are observed, and the parent of one EL student is interviewed; however, a meeting with the federal grant required Parent Bilingual Advisory Committee (PBAC) does not take place during the visit. The EL toolkit is not required to be distributed to staff or implemented throughout the district. The researcher of this study questions the validity of the U.S. department's goal to improve EL parent engagement and teacher preparation if districts are not accountable for implementing the toolkit designed to address the U.S. Department of Education's concerns to elevate the national focus on EL and immigrant learners.

Upon further review of the EL toolkit, the researcher acknowledges it to be a document that would be an exceptional resource for school districts. It is important for school districts to educate their staff on the value of utilizing this EL toolkit, rather than recommend they independently read and utilize the toolkit within their classrooms.

The OELA developed toolkit consists of an introduction page, which has been translated into nine languages, including Arabic. The chapters provide the reader with researched advice on such topics as identifying all EL students, staffing and appropriate support of an EL program, ensuring meaningful communication with the parents of students identified as Limited English Proficient (LEP), etc. Unlike the introduction page, the toolkit is not translated into any other languages, and to date is only available in English. Districts who are considered to be in compliance with the Title XI Civil Rights Act by a state's EL departments may still be failing to provide staff the necessary skills to respond to the unique needs of EL and immigrant parents. This could be detrimental to the student's academic success and relations between the district and EL and immigrant parents.

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Staff should be encouraged to ask appropriate questions, with the goal of learning about a new culture and an objective of improving communication between the family and the school district staff. It is also essential for the staff to complete some basic research when they are introduced to a new culture. Parents appreciate when they realize the school staff has taken an interest in their culture and traditions, it allows them to feel welcome and accepted (Casanova, 2010).

School districts can try to build good working relationships between immigrant EL parents and staff by hiring one or several cultural brokers. A cultural broker is a person who knows the values, language, customs, and traditions of two cultures (Casanova, 2010). Brokers are often EL teachers, but the researcher has received reports from teachers in District 127, that the implementation of cultural brokers is far more successful when the broker is not necessarily an immigrant to the U.S. but instead has been raised within a different culture in the U.S. Parents have more of a connection, and trust towards a broker who has not only studied their language and cultures, but who has also lived, experienced, and respects it. Immigrant parents have lived lives outside of the U.S. and they appreciate connecting with school staff who can empathize with them and their struggles with settling into a new country, oftentimes without speaking English (Portes & Rammbaut, 2006).

There are many challenges facing immigrant parents when it comes to becoming involved in their child's education. Often parents believe their children too quickly become "Americanized" which can cause conflicts with their native culture in the home. This can mistakenly be viewed by district staff as parents not wanting their child becoming accustomed to their new country and culture (Nuñez, 2014). Parents are often afraid that their child will disconnect from their native culture, thus breaking a bond between the child and the parent.

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Culture is extremely important among families. It is often the bedrock of a family, and so families want to keep it alive within the home (Nuñez, 2014). This study aims to assist both the school district staff and Arab families to better understand each other. EL and immigrant families need to feel welcome and know that school districts are not trying to “Americanize” their children, but instead prepare them for academic and social success in the U.S. education system and workforce. School districts need to acknowledge that as long as immigrants continue to arrive in the U.S. there will be children of immigrant parents entitled to access a Free and Appropriate Public Education (FAPE). The parents of an Arab student are often misperceived by teachers to have little interest in their child’s education. Research has shown that it is not a lack of interest that prevents their involvement, but often a language barrier (Moosa, Karabenick, & Adamsy, 2001).

In Worth School District 127, twenty-one percent of the population of 1,139 enrolled students are entitled to receive EL services (Illinois State Board of Education, 2017). The parents of these students identified them as being EL by how they responded to the state-required Home Language Survey (HLS). This survey also identifies how many of the children receiving EL services are immigrants, but currently, there is no way for the district to identify how many parents are immigrants.

As reported by one researcher on the topic of immigrant parents, many of these parents are trying so hard to cling on to their old cultural ways, while also adapting to a new culture – that their children, first-generation Americans, often favor their new culture and at times are embarrassed by their family culture (Reynolds, 1993). This study is to assist staff to be more understanding and accepting of other cultures and traits, specifically the Arabic culture. Teachers and immigrant parents increase the odds of EL student success when they work

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together, and educate each other on the different cultures (Henderson, Mapp, Jonson, & Davies, 2007).

In general, Arab students are highly exposed to their culture within their homes and communities. Arabic is primarily the language spoken between the parents and children due to an increase in readily available Arabic TV Channels, Arabic Social Media, and Arabic literature; many Arabic families use Arabic language only within their homes (Rouchdy, 2002).

At present, Worth School District requires all parents to follow the same protocol and district-wide policies, disregarding cultural differences. Casanova (2010) states that every day hundreds of cultural errors occur in schools throughout the U.S. Often times they are easily solved, but unfortunately many times they go completely unnoticed by the school and the opportunity to better the educational experience of a student is lost. The researcher of this study will use the data from the survey to create a plan that will assist the staff of Worth, and perhaps other districts, to recognize the importance of accepting and even promoting cultural differences – meaning encouraging EL and immigrant students to accept their differences with pride and to see being bilingual as a very worthy talent.

Statement of the Problem

Currently, in Worth School District 127, support for the immigrant family is very limited. Parents of EL and immigrant students often express that the only support available to them is what they receive from other immigrant families who have been in the U.S. longer. As a receiver of Title III grant monies, the district has an appointed Parent Bilingual Advisory Committee (PBAC). The committee consists of bilingual parents only, and staff; and the input of the parents is extremely limited, not because of their lack of involvement, but often the activities and discussions are those that are chosen and required by the state. These discussions

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and topics are often more beneficial to the district than to the parents. Parent participation on this committee is limited, mainly due to the fact that the meetings are during work hours, but judging by the commitment and input of those currently involved, immigrant parents are more than willing to become involved when asked by the district. However, it is evident that many of them require a civil invitation to enter the school buildings.

Teachers, support staff, and administrators in Worth School District 127, have expressed that their lack of knowledge of the Arabic culture often interferes with communication with this population of parents. Interaction with the parents of immigrant students often requires them to have a translator or cultural broker present, which may interfere with building trusting relationships with staff and parents. Worth School District 127's bilingual staff, many born in the U.S., express a lack of connection with many immigrant parents, due to the fact that they cannot relate to, or sometimes even recognize the unique needs of immigrant parents. They are bilingual, but at times during meetings, their lack of empathy with regards to the struggles of a new immigrant can create an unintentional distance between them and the parents, (Casanova, 2010).

The purpose of this study is to develop a plan in Worth School District 127, documented in a District Improvement Plan (DIP), to assist the staff to be more proactive in recognizing the language and cultural barriers facing many immigrant parents, especially Arab parents of young students, and identify what response these parents believe would assist them in being more influential with their child's academic progress. Asking these parents to complete a survey will identify their current levels of understanding of the U.S education system, comfort levels for becoming actively involved within the schools, and how they believe the district could better

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assist them to be more knowledgeable of what is considered an involved parent in the U.S. education system.

Significance of the need for a District Improvement Plan

Currently, there is limited research available to assist districts to help prepare their staff to be more responsive and understanding of the needs of Arab parents with regards to becoming more actively involved in their children's education. This present study aims to gather the information that will identify the needs of Arab parents, to help the district and parents to work more effectively together, to positively impact the academic achievement of children from Arab families. The information the researcher gains will be utilized to create an effective DIP, that will assist other districts experiencing a similar problem to create and implement a similar DIP. The DIP will contain a maximum of two goals, thus making it an achievable DIP for all stakeholders – especially the teachers who are responsible for the majority of DIPs across the nation (Schmoker, 2003).

Therefore, the significance of this study is to assist one district to write an effective DIP that will better prepare all staff and Arab parents better understand and respond to each other, resulting in better home-school relationships and student progress.

Summary

As an immigrant to the U.S., the researcher has a very high interest in responding to the needs of EL and immigrant parents. Although an immigrant from a predominantly English speaking country, the researcher still faced many challenges upon first arrival in the United States: exposure to a different culture, different religions, separation between church and state, and a limited understanding of the U.S. education system.

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Many EL and immigrant students and their parents are entering very foreign grounds, where values and practices may seem very different from their prior life experiences which can often result in feelings of confusion and isolation (Nuñez, 2014). Unless articulation is immediately provided to all parties; staff, students, and parents, there is a risk of failure. All parents need to know that the district has a plan to enable all involved to feel supported and understood (Casanova, 2010). Existing research available to districts is void of information to guide districts in need of creating and implementing an effective DIP, to assist Arab parents to become positively involved in their children's schooling.

The researcher of this study has identified that OELA has met their promise to address a nationwide concern with regards to lack of parent involvement of EL students and a need for better teacher preparation by writing and making available to districts, the EL toolkit. However, a year after the uploading of this toolkit on the national EL website, many immigrant parents are still not becoming involved and teachers are still not adequately prepared to accommodate the unique needs of this population of parents, especially the Arab population.

The survey results obtained during this study will provide the researcher with the opinion of Arab parents of students in first through third grades in the district's two elementary schools. This data will then be personally analyzed by the researcher of this study and presented to the district Superintendent with an outline for the development of a DIP.

CHAPTER II

Review of Literature

The review of research provides a more detailed understanding of the influence of parental involvement on children's academic success and how school districts can better meet the unique needs of parents from different cultural groups. An examination of previous studies that focused on factors such as place of birth of parents, economic status, and ethnicity among other topics, will make available a greater understanding for Worth School District to develop an effective District Improvement Plan to better meet the unique needs of Arab parents. The researcher of this study met with other local school district leaders with a high population of Arab families registered within their districts, and like Worth School district 127, they too had no goals in place to accommodate the unique needs of Arab and other EL families. Due to the limited amount of research completed on Arab American parent's involvement in the education of their children, studies of non-Arab families and parental involvement were necessary to include in this literature review.

The purpose of this study is for the district leadership to recognize the need for a DIP based upon the various viewpoints of Arab parents regarding their satisfaction with the school district meeting their needs to be effectively involved in their children's education.

COMPARISON OF IMMIGRANT AND AMERICAN-BORN PARENTS

An understanding of the American educational system can be extremely complicated to new immigrants to the U.S. Their lack of knowledge of the system, fear of discipline methods, authority figureheads within the buildings, and their lack of the English language can all be very daunting to EL and immigrant parents when they register their children in a district. Who will answer their questions, are they allowed to even ask questions? This is often common

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knowledge to American parents but perhaps not for immigrant and EL parents, and this lack of knowledge could be mistaken by district staff as a lack of interest in education, rather than a lack of knowledge and comfort with a new system.

One important objective of this current study is for staff to recognize that Arab parents present very unique needs in comparison to parents accustomed to the U.S. education system. Cakiroghu (2004) secured data that would identify why there is a lack of parental involvement of immigrant parents in comparison to American-born parents. The study consisted of twenty-two parents of fifth-grade students from two different private schools. The schools were located in different towns, but the parents were selected based on the same or similar socioeconomic level. The results of the study indicated that the immigrant parents had much higher expectations for their children in schools, but many of them lacked the knowledge on how to help their children achieve academic success. The American-born parents placed less pressure on their children to achieve academic success but were more involved in assisting their children to achieve academic success. This study identified that it is potentially a lack of knowledge of the U.S education system and how it operates that can negatively affect their confidence, which many immigrant parents believe is necessary to become involved with their child's schooling.

If parents have a good knowledge of the district culture and education system, then it is more likely that they will become involved, (Casanova, 2010). Parents who have no knowledge or experience with the district, may find it more challenging to become involved. A language barrier may prevent them from reading literature that is sent home from the school, thus making it even more difficult for them to improve their understanding of the education system. Unlike parents of children who have been registered in the same district for the duration of their education, many immigrant parents join districts when their children are older, and it can be

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more difficult to become involved. A personal phone call home, if done correctly, can help EL and immigrant parents feel much more comfortable to become involved (Casanova, 2010).

Other reasons, such as, lack of district request or invitation may be another reason why some parents feel unwelcome or comfortable to become involved in their child's education. Gonzalez et al. (2013) proposed that immigrant parents need to be invited to partake in their child's education. They need to feel accepted and that they are welcome. Many may need educating on the structure of the U.S. education system and how they can become an important part of their child's academic success. They incorporated The Hoover-Dempsey and Sandler Theory (HDS Theory) that contains 5 levels in their study to improve parental involvement of Hispanic immigrant parents:

Level 1: Parental Motivations and Perceptions Regarding Involvement and School Responsiveness Leading to Various Levels of Involvement.

Level 2: Learning Mechanisms Used by Parents During Involvement Activities

Level 3: (Mediated by) Student Perceptions of Learning Mechanisms Used by Parents

Level 4: Student Attributes Conductive to Achievement

Level 5: Student Achievement

For the purpose of their study, Gonzalez et al. (2013) focused on level one of the theory; parental motivations and perceptions regarding involvement and school responsiveness leading to various levels of involvement. By focusing on level 1, their research ascertained that how a school responds to parents will impact their level of involvement.

This study identified that in comparison to many American born parents, immigrant parents need to be invited by the teacher or the district to become involved in their child's education. Districts and teachers should not underestimate the importance of sending parents

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either written or electronic invitations. Teachers and school officials should build mutual trust and consider different cultural traditions so that they can discover the best ways to include all parents (Casanova, 2010). How school staff is seen to perceive parents may influence parental involvement and cause obstacles to parental involvement, (Hooever-Dempsey, 2010). School faculty often view parent involvement as being visually active participating in organized activities at school. If parents are not visible, then they are often judged by school staff as less interested in their children's education, which often leads to the unspoken assumption that parents not visible within the school setting, lack the ability to provide effective home learning environments for their children (Auerbach, 1989).

Economic Background & Legal Status of Parents

Many of the Arab parents in Worth School District have shared during meetings that they, and in some cases their children too, experienced hardship and warfare in their native countries often resulting in them seeking asylum in the U.S. When trust is built with school district staff, many of these economically challenged parents arrive in the U.S. undocumented. Undocumented means they have entered the U.S. illegally or have stayed over the permitted time on their visa (Yoshikawa, 2011). These parents are less likely to become involved with districts, and cannot afford adequate preschool for their children, thus resulting in many of their children not receiving an education within the district until they register for kindergarten. Yoshikawa (2011) suggests a fear of authority and being asked questions regarding their legality in the U.S. can discourage many parents from seeking Pre-K programs, or requesting necessary services for their children, which can be misperceived by school staff as parents not caring about the education of their children. In fact, many of these parents want their children to have positive school experiences and be academically successful. Many EL and immigrant parents are

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unaware that it is not within a district's legal rights to ask immigrant parents their legality status in the U.S. EL and immigrant parents who have sought services for their children can have a very positive impact on their child's academic achievement, (Yoshikawa, 2011).

The economic status of EL and immigrant parents may entitle them to services within the district that they did not receive in their native country. For example, free school lunch and breakfast, free school supplies, free gym clothing, free transportation, and evaluation for special education or EL services. In addition, Worth School District does not require them to pay for any school field-trips or similar extracurricular activities, which may encourage parents to sign their children up for more district offered clubs and sports and perhaps provide the parents with an opportunity to become involved in such activities (Yoshikawa, 2011).

School districts need to know that economic status can also have a positive impact on EL and immigrant families. They are oftentimes seeking a better education for their children, in some cases, it was their reason for immigrating to the U.S. Ceballo et al. (2014) examined the relationship between parental involvement and academic outcomes in a sample of 223 low-income, Latino adolescents. Results indicated that three types of parental involvement (gift/sacrifice, future discussions/academic socialization, and school involvement) had significant, positive associations with academic outcomes. Moreover, the results suggest that parents' stories about struggles with poverty and immigration are an important component of parental involvement, contributing to adolescents' desire to succeed academically and "give back" to parents. This well-planned out study produced some interesting results: emphasizing the importance of parent-child communication, children whose parents share background stories with them, and being more personable with their children have a positive impact on their child's academic drive in order to achieve socio-economic success so they can reward their parents.

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This study recognized the fact that many EL and immigrant students want to succeed academically so that they can provide for their parents, and also highlighted some important parenting skills (Ceballo et al. 2014). The results of this study provided evidence that parent communication is extremely important, especially between immigrant parents and their children. The children will benefit from personally knowing their parents, and learning from their past economic challenges, the advantage a good education can provide a person (Epstein, 1995).

Economic status is extremely variable among EL and immigrant families. In the district of Worth, some are considered within the average economic range of the district, while others are at the higher and lower end of the range (Worth School District Report Card, 2018). Robbins and Searby's (2013) research study explored parental involvement strategies employed by interdisciplinary teaching teams, from three very different middle schools: an affluent suburban school, a mid-level rural school, and a high-poverty urban school. A multiple-case study approach was used, and interdisciplinary teams at each middle school were interviewed, responded to journal questions, and were observed at parent nights and related events. Parents were also included as participants through focus groups, one-on-one interviews, and written questionnaires. The researcher identified themes within each setting, as well as four cross-case themes. All of the interdisciplinary teams in this research study utilized strategies grounded on a belief regarding the essential role parental involvement plays. The findings of this study are a vital resource for what is known about adolescent development, best models, and the importance of parental involvement in education no matter the economic status of the family or district. The ethnicity of the parents was not a factor of this study; the researcher, Phillips, failed to mention the ethnic makeup of each school, rather focusing this study on economic status.

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A study completed by Shuang Ji and Koblinsky (2009) focuses on the parental involvement of urban Chinese immigrant families in their children's education. This study examined the involvement of Chinese immigrant parents in children's elementary and secondary education. Participants were twenty-nine low-income, urban parents of public-school children. Parents were interviewed about their academic expectations, knowledge of school performance, parental involvement, and what barriers they faced to prevent them from becoming involved. Participants reported high academic expectations but only half had knowledge of their children's school performance. Approximately 35% attended parent-teacher conferences, 14% helped with homework, and 10% volunteered at school. No parents participated in school decision-making, school-organized groups, or community collaborations.

This study identified reasons for their lack of involvement with the schools as Limited-English and demanding work schedules, which is what the researcher of this current study suspects as major barriers to the involvement of EL and immigrant parents in Worth School District. Many of the Arab parents within Worth School District 127 own local businesses and are extremely hard-working individuals. This researcher's past experiences with these families has required her to believe that language barriers cause many of these families to stay away from the schools, and this is something that must be highlighted in the DIP.

Shuang Ji and Koblinsky's (2009) study resulted in the teachers receiving valuable information as to how they can better include the studied group, and encourage them to become more involved in their children's homework and to have a better communication system with the staff. However, the researcher of this study failed to provide data as to how the teachers "better included" this population of parents in the academic performance of their children. Shuang Ji and Koblinsky's (2009) data identified 35% of this subgroup of parents attend parent-teacher

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conferences. The district of Worth School District 127 would like to see a higher percentage of Arab parents attend the annual parent-teacher conference. Yoshikawa (2011) encourages school districts to personally assure such parents that they are welcome to attend and that no judgment will be made on their economic or legal status. He believes that many immigrant parents truly do not know the purpose of parent-teacher conferences, and only attend if they believe it is mandatory and personally invited. It was imperative to the success of this study, for the researcher to secure an Arab cultural broker to assist with the translation to invite parents to be involved in this study and to translate surveys to distribute to registered families.

Parental Involvement and Board Policy

Parental involvement of immigrant families does not have to be restricted to attending a parent-teacher conference, classroom volunteering, or assisting on school trips. Districts should be encouraging EL and immigrant parents to serve on district committees, or seek to be elected to serve on a public school board. In their book, *Achieving Educational Excellence*, the authors, Coleman, Negron, and Lipper (2011) attempt to help the reader understand the importance of district policies on student academic achievement and why it is important for all stakeholders to be involved.

The authors recommend that school boards include all parents when creating district policies, especially policies relating to race, integration, and economic status. They believe the building of relationships between parents and school districts is encouraged by creating citizen advisory. The authors believe that the creation of such committees encourages positive parental involvement, which allows the board members to become truly familiar with the parent's beliefs on education and the resources they believe necessary for them to be effectively involved in their children's education. The research presented in this book would be a wonderful asset to EL and

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immigrant parents, helping them to better understand U.S. education policies, and how school districts aim to achieve academic excellence. The research presented by the authors encourages schools to host nights at the schools to translate information into the native languages of immigrant parents – providing them with knowledge of how decisions are made within districts, and that they too have a voice in the running of the district. When students recognize that a partnership has been developed between school district personnel and parents, they often take more interest in their work. The child will not want to disappoint their parents or teachers, which can result in greater academic success (Epstein, 1995).

School setup can have a great effect on how both students and parents view the school. Maxwell (2015) discussed the lack of integration in U.S. schools, even since the infamous U.S. Supreme Court ruling in 1954. His analysis suggests the possibility that perhaps school policymakers do not understand the real issues in modern schools. Maxwell suggests that perhaps it is not the race of the children that is the main issue, but instead it is a matter of economic integration. The primary reasons that many immigrant parents came to the U.S. were to improve their economic status, and to provide their children with better educational opportunities (Portes & Rumbault, 2006).

Identification / Labeling of EL and immigration Students

The federal and state governments require school districts to identify certain subgroups of students separate from the general population of students. Subgroups can be used to identify students into groups such as Special education, EL/immigrant, and economically disadvantaged (Illinois State Board of Education, 2018). Duchnowsk et al. (2013) completed a study focusing on parent involvement and support activities in schools educating a nationally representative sample of students with emotional disturbances (ED). They describe the extent to which programs aimed at encouraging families of students identified apart from the general education

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population to become involved are offered by schools and received by families and their relationship to child, family, and school characteristics. Student-level information was obtained from students, teachers, and parents; and school-level information was obtained from school principals.

This study identified that although schools attended by 71% of the students offered at least one type of family involvement activity, teachers reported only 17% of families of children with an emotional disability received a parent support service. Compared with families who did not receive support services, those who did were more involved in their school, and their children received more services in the community and had higher achievement levels. Families with a language other than English spoken within their homes, even if it is not the first language of the student, are entitled to qualify for EL services. However, some immigrant parents need this service to be clearly described to them, as often many will refuse the service believing it to have a negative impact on their children's education, and will result in isolating their children from the general education population. Schools need to assure immigrant parents understand that extra services are beneficial to their children's academic growth and progress (Portes & Rambaut, 2006).

A similar qualitative phenomenological study conducted by Hebel and Persitz (2014) attempted to achieve an understanding of the perceptions and experiences of Israeli parents whose children had been identified with a disability and their involvement in the Individual Education Program (IEP) process. Data collected in this study involved interviewing twenty parents whose children received special education services. According to the results two main themes emerged related to the involvement of parents in the IEP process: a child-centered focus and parent's self-efficacy. Positive parent-teacher collaboration enhanced the sense of parents'

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efficacy with respect to the IEP process and resulted in plans that were individualized to student's needs. This was an organized study that focused on one particular sub-group of parents and students. This study also helped teach about the culture of Israeli students, and also about how many Arab children are taught in Israel, which could be utilized by U.S. school districts to bridge the cultures.

This current study will focus on a large number of Arab parents residing in Worth, and a better understanding of their perceptions of their involvement will benefit the district. There are a large number of parents residing in the village of Worth who identify themselves as Arabic. However, due to government ethnicity reporting, they appear on the Worth School District report card as Caucasian. This has upset many parents in the past, that the school report card does not have a subgroup identifying Arab students within the district. This is a matter the researcher of this study would like to include in the DIP. Parents need to be officially informed by the district that the district follows state and government guidelines when identifying ethnic groups.

U.S. Education System vs. Native Education System

When considering a subgroup such as EL and immigrant parents, much can be learned from the study of research completed outside of the U.S. EL and immigrant families are often denied the opportunity to assist their children with homework assignments and projects. This can often be due to their lack of English, education level, or long working hours (Portes & Rambaut, 2006). Studies from across the world show that parent involvement with their children's homework helps children achieve higher academic scores. Ebuta & Ekpo-Eloma (2014) study in Cameroon & Nigeria consisted of 376 senior students and their parents. A home background variable questionnaire (HBVQ) and an English Achievement test were utilized to collect the data. The results indicated that parental involvement in their children's education significantly influenced their academic achievement in the English language. It was concluded

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that when parents assist their children with their school-work at home, children's academic achievement is likely to increase. It was recommended that parents work regularly with their children's learning activities at home to facilitate achievement. American school districts could conduct similar studies, perhaps even gathering more information to benefit subgroups by interviewing parents and getting to know what resources they need to be better able to be involved with their child's homework.

Worth School District offers afterschool homework groups; however, afterschool programs are being considered for EL and immigrant students. The district improvement goals developed for this study will include a focus on the need for addressing the necessity of parental workshops to better assist immigrant parents to become more influentially involved in their children's education. In addition, the need to provide effective professional development to all levels of staff to assist them to recognize that immigrant parents have unique needs, especially in regards to being involved in the education of their children.

In Singapore, Chew, Carter, Chunn, & Jotanovic (2015) assigned an online study to 244 parents whose children attended state-run kindergarten across the island. The survey consisted of a child-rearing belief scale, a parental involvement scale, and demographic details. Results indicated that parents were generally low-income earners with high rates of bilingualism. Two-thirds of parents had enrolled their children in extra classes, with half of the parents indicating that academic achievement was their highest priority. Ethnic differences were noted, with Chinese parents showing less involvement at home and school and less emphasis on the development of creative and practical skills and conforming behaviors from other Asian backgrounds. This study provides information relating to creative and practical skills that begin

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to be developed within the home. These two skills can have a great influence on a child's academic achievements within the school.

The Worth School District offers a Preschool For All Program (PFA), a grant-funded program for children aged between three to five-years-old who may be at risk of having difficulty being prepared to enter Kindergarten. Twenty-Six of the forty students enrolled within the program are EL students. These students are identified at PFA biannual screenings. Many of EL and immigrant parents at these screenings have extremely limited English and have only been in the U.S. for less than one year. District cultural brokers encourage these parents to attend the screenings, assuring those parents who may fear to enter the U.S. school system, that it will be a positive experience.

He, Gou, Shan-Mo (2015) study applied structural equation modeling to examine the predicted relationships among perceived parent goals, parents' literacy involvement at home, students' personal goals, maladaptive behaviors, and achievements for elementary school students learning English as a foreign language (EFL) in Taiwan. The results indicated that parents' literacy involvement positively predicted student mastery goals. This was a very complex study, with results indicating that parental involvement has a positive effect on student's academic achievement.

Researcher Okeke (2014) completed a case study research design based in London, in the U.K. The primary focus of the study was to investigate the level of parental involvement in the schooling of their children. All data was based on unstructured interviews with thirty parents whose children attended one of the primary schools located in the area. Results indicated that parents do care about their children's education, and want to get involved. However, the results also showed that most parents do not always know how to get involved, and some are even

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intimidated by the operational structures within the schools. Parents, especially those from other countries and who may have little or no English could be very intimidated by the U.S. school system (Portes & Rambaut, 2006). The study concluded that many parents have to be made aware of certain strategies for their involvement in children's education if such strategies are to be effective.

Parental Involvement Programs

Parental involvement programs educate district board members and staff on how to better involve parents (Illinois State Board of Education, 2018). Golan and Peterson (1997) conducted a qualitative study which lasted over two years, involving twenty-four parents, six instructors, six principals, eighteen teachers, and six schools. The results found that parental involvement in schools is an effective strategy for promoting student achievement. They also discovered that many of the barriers that discourage immigrant parents from participating in schools are not insurmountable. Although the needs of immigrant parents are similar to those of U.S. born parents (e.g. both desire information about school policies, school programs, and their children's academic and social progress, access to support services, and meaningful opportunities to participate in their children's education), the ways to meet the needs of immigrant parents effectively differ. The PIQE program offers a model for meeting some of the key needs of Hispanic immigrant parents, the fastest-growing community in the United States, according to the 2000 Census. They introduced the Parent Institute for Quality Education (PIQE) system. PIQUE recognizes that changing parents' attitudes and behaviors will have only a limited effect if the attitudes and behaviors of school staff remain the same. The PIQE system involves the education of staff in a rigorous 8-week-program, similar to the intense training that parents receive.

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The district improvement goals developed as a result of this study will focus on the need for a parental involvement program in the district of Worth, and the need for the district to embed the program in a District Improvement Plan (DIP). This will emphasize the importance of EL and immigrant parents and teachers working together to support greater student learning (Epstein, 1995). Golan and Peterson's (1997) study focused on piloting PIQUE and recognizes that a researched program like PIQUE can help to improve a recognized problem. This study aims to pilot a family engagement program based upon the Illinois State Board of Education's family engagement framework.

The Worth School District 127 DIP will include a parental involvement program that will educate both parents and staff on what is considered positive parental involvement. This program will be based upon the Illinois Family Engagement (FE) framework, or one similar so that all involved will focus on the same goals of the program. Parental involvement can often be unlimited outside of the school day, i.e., homework assistance, purchasing of supplies, purchasing or making classroom snacks, etc. However, according to Maddox-Posey (2013), some teachers do not consider this parent involvement. Teachers view parent involvement as the physical presence of parents within the school building or serving on school organizations, such as the PTO or school board. Linn Posey-Maddox completed a study relating to the limiting impact that middle-class parents can have as a key intervention strategy in urban schools. Many middle-class parents are becoming highly involved in urban public schools; the reason for the involvement was not the focus of Posey-Maddox's study, but rather on how their involvement is having a negative impact on the involvement of lower-income parents, such as immigrant parents.

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Lynn Maddox-Posey's (2013) research discovered that middle-class Caucasian parents dominate organizations; whose donations are helping to support numerous programs within the school. This study indicates that families from higher social classes have an advantage in home-school relations, in comparison to children of immigrant parents, due to the fact that their home-based experiences and dispositions are often those that are valued by institutional leaders in schools.

The results of this study suggest that economies have a large impact on the involvement of parents, and how wealthier parents are more involved. It briefly discusses immigrant parents, but is more identifying them as low-economic parents, and grouping them with other low-economic non-immigrant parents. If Worth School District 127's DIP is going to be effective and encourage the involvement of EL and immigrant parents, regardless of their economic status, the plan is going to have to acknowledge that low-economic families need to feel their input is needed and welcomed. The district may have to work around unsuitable work hours to allow these parents to become involved (Sawyer, 2015)

The staff of Worth has often expressed they are uncomfortable communicating with EL and immigrant parents. The district needs to assist these teachers and provide more professional development relating to parental communication and involvement. A program such as BRIDGES could be used by teachers to assist them in connecting with parents of EL and immigrant students. This program is recognized to assist teachers to encourage parental involvement in students' education. The acronym BRIDGES means build, recruit, individualize, dialogue, generate, empower, and strengthen. Similar to the Illinois FE framework, the BRIDGES framework could be used to educate the school district staff on how to better welcome immigrant and EL parents to become involved. A discussion of this framework with a

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district committee will be included in the DIP. A program like this would allow EL and immigrant parents to recognize that their input is valued by the district, and very much welcomed along with all other parents.

Many different ethnicities, cultures, and people with different religious views live side by side in the Worth School District. Mattingly et al. (2002) believe that it is crucially important to a district that all parents become involved in their child's education, regardless of the aforementioned differences. They completed forty-one studies that evaluated K-12 parent involvement and the impact of programs to improve parent involvement have on improving student learning. Their research examined the characteristics of the parent involvement programs, as well as the research design, data, and analytical techniques used in program evaluation. Surprisingly, the examination of evaluations found little evidence for the belief that parent involvement programs are an effective, or essential means for improving student achievement or changing parent, teacher, and student behavior and relationships. The study did not conclude that programs are ineffective, rather that serious design, methodological, and analytical flaws inherent in studies evaluating the effectiveness of parent involvement programs must be addressed before definite conclusions about program effectiveness can be reached. Worth School District must take time to generate a committee to discuss how, or even if they want to implement a program, to better assist teachers to encourage parents to become involved.

The results of this current study will be particularly important to similar size districts given the substantial federal support for parent involvement, and the widespread belief that parental involvement is imperative for student academic success. The current lack of EL and immigrant parent involvement suggests that the district needs to change current methods for involving this subgroup of parents. The piloting of one of these programs for a minimum of two

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years may allow the district to learn if a permanent framework or parental involvement program is necessary for the district of Worth.

Attention to the importance of diversity within our schools, and how difficult it can be to implement and manage is very important to all district leaders. Phillips (2014) believes that diversity can bring positive to any setting. When people with differences are brought together to solve problems, they bring different information, opinions, and perspectives. The EL students in Worth School District 127 bring valuable diversity. District improvement goals developed as a result of this study will educate parents and staff on the importance of embracing diversity and recognizing it through workshops and staff development as powerful. Worth School District could do a better job of recognizing diversity within the school buildings, but like many topics, the media has placed fear in so many people on what subjects they believe are safe subjects to discuss. Past events in our history, have left many school leaders fearful of approaching the topic of integrating our Arab families into our district. The District Improvement Team will have to open discussions and eliminate any fears or questions that may arise from other families as to why the district sees a need to assist this population. Diversity is one such subject for school leaders, and it can be an uncomfortable conversation to have with parents – hence the importance of cultural brokers working for the district. However, if one truly does not understand the differences presented by people – then diversity is truly not present (Phillips, 2014).

This study in Worth School District 127 will result in the district and parents reaching out to each other. It will allow all parents to know that the district acknowledges and accepts their differences, and welcomes their diversity with great value to the district. This district is very appealing to many families due to the diversity present in the village. This study and the writing

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of an effective DIP will only be successful if at first, the families know that their culture is welcomed and understood by the district.

Summary

Past research favors parental involvement in schools and highlights the positive effects parents can have when involved. While researchers have presented many studies affirming the involvement of parents, limited studies have been completed within the U.S. with the perspective of how schools can better enable EL and immigrant parents, especially Arab parents, to become involved. Researchers have studied the positive effects and void of parental involvement programs in districts, but minimum research is available regarding parental involvement programs with a focus on assisting EL and immigrant parents. Current research does not consider cultural differences between school districts and a certain population of parents, in particular, Arab parents, and how these differences can have an immense effect on how schools understand parents, and vice versa. This present study seeks to add to current research, by exploring the current knowledge of staff and Arab parents as it relates to the influence of this subgroup of parents in their children's academic progress.

After analyzing various studies within this chapter on parental involvement, especially of EL and immigrant parents, it is evident that Worth School District needs to provide workshops for EL and immigrant parents to allow them access to better strategies and skills to enable them to feel welcome in the school district and more influential in the academic progress of their children. The research shows that parental involvement is not the same for all parents and that EL and immigrant parents, often need to receive more support to become involved and feel welcome in the district. Their lack of knowledge, experience, language barriers, or fear of being undocumented can be the reason many do not become involved. The research also encourages

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diverse districts, such as Worth, to consider the use of existing frameworks, such as BRIDGES to assist staff in effective parent communication.

As a result, the researcher of this study will consider all factors discussed in this chapter when gathering data from Arab parents. Many immigrant families will require forms to be translated, and perhaps a call from a cultural broker who can explain this survey is not to cast judgment on their parenting skills, but rather to result in a DIP that will assist the staff and parents to acknowledge, understand, and respect each other; while also welcoming Arab parents to become more influential within the district, resulting in better academic achievement for their children.

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CHAPTER III**Methodology**

A qualitative study was completed to assess Arab parents' views of parental involvement at Worth Elementary School and Worthwoods Elementary School in Worth School District 127. This study utilized data from Arab parents with children in grades first through third to identify their perspective of parental involvement and the supports they believe are further necessary from the district for them to be more influential in their children's academic progress. Once the collection and analyzation of data for this study were completed, the creation of a District Improvement Plan (DIP) with goals to provide the identified support necessary for this population of parents to be more involved within the schools was presented to the District Superintendent. The creation of a DIP was necessary so that Worth School District 127 could better support the growing number of Arab and Arab-American families enrolling each year.

Although the research presented in chapter two addressed various topics connected with EL and immigrant parents there was minimal information presented that would assist a school district in the writing and implementation of an effective DIP plan to support Arab parents. It is a school district's responsibility to meet the needs of all enrolled students through the development of school improvement plans, professional development for staff, and informative training sessions for parents (Chen, 2018). As a member of the Worth School District 127 administrative team, the researcher of this capstone study believed it was essential to conduct a qualitative study that identified the support Arab parents need to be influential and involved in the academic progress of their children enrolled within Worth School District 127's schools.

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The Objective of Research and Subsequent District Improvement Plan Goals

The researcher gathered qualitative data from school district Arab parents with children currently enrolled in grades first through third to determine their level of parental involvement and how better the school district can meet their needs to be more influential in their child's academic progress. In order to gather the required data to identify the needed supports, anonymous surveys were distributed to seventy-three and completed by fifty-two Arab families. The qualitative data obtained identified the satisfaction of the parents in regards to current education and services currently offered by Worth School District 127, and the supports this population of parents needs to be more actively involved in influencing the academic progress of their children.

Research Design

In this capstone study, qualitative research was used to identify the needs of Arab parents with children registered in grades first through third in Worth School District 127. In qualitative research, the term *variable* is not used, and instead, the researcher seeks to gather information on a single concept (Creswell, 2015). The research focused on a greater understanding of the views of Arab parents with regard to their involvement in their children's education in Worth School District 127. Through the use of survey open-ended questions, the researcher explored many factors that may be inhibiting Arab parents' becoming fully involved in the schools, and what supports they would like to see put in place in Worth School District 127 to better assist them becoming more effectively influential in their children's education (Trumbull et al. 2010).

The data collected in the anonymous surveys provided the researcher of the study with Arab parents' views relating to: satisfaction of the education being offered to their children in their classrooms and the district as a whole, services offered to parents, their perception of

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parents' role in their children's education, and support the district could offer to enable them to become more involved. The data collected during this study was essential in providing the district with the information necessary to recognize that the development of a DIP was essential to better serve the Arab children and parents, especially as this population continues to increase in Worth School District 127.

Methodology

The participants for this study were Arab parents of children currently registered in grades first through third in Worth School District 127. The researcher focused on this group because currently, these grades have the highest populated of full-time registered Arab students in Worth School District 127. The district does not offer full-day Kindergarten; therefore, this population was not included in this qualitative study. Fifty-two families out of the seventy-three families invited to participate from both elementary schools anonymously completed a survey presented to them in both English and Arabic.

This method of data collection utilized during this study provided the researcher with essential qualitative data to identify through the findings (Creswell, 2015) that the development of a DIP was essential to best serve the identified needs of the study participants, Arab parents of students currently enrolled in grades first through third in Worth School District 127. Qualitative research methods were essential to ensure that the Arab parents were given their input to identify the need, from their perspectives for the district to develop a DIP.

That data collected provided the Worth School District 127 administrative leaders essential information for the development of district improvement goals that would be the focus of the DIP.

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Sampling Plan

All the voluntary participants in this study were Arab parents and had children currently enrolled in grades first through third in either of the district's two elementary schools; Worthwoods or Worth Elementary School. The use of non-probability sampling allowed the researcher of this study to choose only Arab families to participate in this study, therefore the criterion sampling method was essential for this study to collect data from a specific group (Creswell, 2015). Parents participating in this study signed informed consent after it was provided to them in both English and Arabic. The completed surveys, consisting of ten open-ended questions, developed an understanding of the perceptions, satisfaction, beliefs, and needs of the Arab parents with children currently enrolled in grades first through third in the district's two elementary schools.

Data Collection

A qualitative research method allowed the researcher to present the study in a survey, requiring participants to answer ten open-ended questions, providing the researcher with their perspective of the posed question (Creswell, 2015). The survey was presented to participants in paper-format in both Arabic and English, allowing the participants to answer in the language of their preference. Unlike emerging process design qualitative studies, for example, studies involving interviewing participants, the questions in the survey did not change, regardless of the answers presented by the participants (Creswell, 2015). A purpose statement, informing participants of why they were being asked to participate in this study, was included in the consent form signed by all the participants (Creswell, 2015).

The paper-format surveys were distributed to the participants in both Arabic and English, allowing each participant to select their personal preference. Surveys were placed in labeled

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sealed envelopes and sent home with the children of the selected participants. A cover letter and consent form were also included in both languages, informing the parents that their participation was voluntary, anonymous, and that their responses would have no effect on their current relationship with the school district. Parents were also informed that they could cease their participation without explanation to the researcher at any time. Participants were asked to notify the researcher directly if they had any questions relating to the survey. The participants were requested to return the signed consent form and completed survey in the provided envelope addressed to the researcher. Parents returned the envelopes via their children. The researcher informed the first through third-grade teachers with Arab students in their classroom, whose parents were participating in this study, to forward the sealed envelopes to the researcher at the district office.

Data Analysis

The analysis of the collected qualitative data served as the foundation for this capstone study in the development of a DIP for Worth School District 127. During the analysis of the data, the researcher was looking for similarities among the parents' answers to the ten open-ended survey questions, therefore allowing the researcher to identify and answer the research question and develop improvement goals to be included within the DIP for Worth School District 127. The advantage of open-ended questions when compared to close-ended is that the research participant is given an opportunity to provide comments that are beyond the responses to closed-ended questions (Creswell, 2015). A challenge faced by researchers who use open-ended questions as part of, or all of their study, is that many different responses are received for the researcher to analyze (Creswell, 2015). The researcher was able to subdivide the answers into categories relating to parental involvement and use this categorization method to identify the

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perceptions, beliefs, and needs of the survey participants (Merriam, 1998). By intensely analyzing the participants' responses to the open-ended questions the researcher was able to distinguish if there was a similarity or overlapping themes to the responses of the participants, identifying a more definite need for certain district improvement goals to be presented in a DIP for Worth School District 127.

The collected, analyzed, and categorized/themed data which served as the basis for the development of district-wide goals to be included in a DIP for Worth School District 127 was accomplished during the Spring 2018 and early Spring 2019 school semesters. The qualitative data provided the researcher with the necessary input from the Arab parents necessary to recognize the need for the district to develop an effective DIP plan to be implemented in Worth School District 127.

By analyzing the data collected from the completed surveys, the researcher was able to gather rich data and identify certain themes, relating to the participant's beliefs and perceptions relating to the importance and effectiveness they can have influencing the academic progress of their children in school. The analysis of the collected data and the recognition of themes within the data (Creswell, 2015) was essential in the development of district-wide goals to be the core of the DIP for Worth School District 127.

Ethical Considerations

As the Director of Student Services in Worth School District 127, the researcher of this case study had prior interactions with many of the Arab parents who participated in this study. During past interactions with this population of parents and communications with Worth School District 127 cultural brokers, the researcher was very aware that privacy and respect are extremely important within the Arabic culture (Othman, Aird, & Buys, 2015). The researcher of

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this case included a cover letter and consent form with each survey, and this informed the participants that their names would not be published and not even the researcher would know which responses belonged to each parent. The only limitations existed as a result of the parents being required to identify the grade level and elementary school attended by their child.

Although offered, none of the participants in this study required a Worth School District 127 Cultural Broker to assist them with the completion of the survey or requested any further information relating to the researcher or the purpose of the study. During the collection and analyzation of the data which was necessary for the development of district-wide goals within a DIP for Worth School District 127, all efforts were made by the researcher to ensure that all published and unpublished data did not identify any of the parents who gave their personal time to participate in this study to assist in developing goals and a DIP for Worth School District 127. All surveys completed by the parents were safely stored in a secure cabinet in the district office. No surveys were removed from this location, and no other person besides the researcher had access to the completed surveys. All notes taken by the researcher during the analysis of the results were kept in the same location. No recordings were taken during this study. Once all the data was analyzed and the surveys were no longer necessary, all paper relating to this study was shredded by the researcher.

CHAPTER IV

Purpose and Focus Areas of Study

The purpose of this study was to collect data provided by Arab parents with children currently enrolled in grades first through third in either of Worth School District's elementary schools to provide the district with research on how influential Arabic parents are on their children's academic progress. The information collected during this study is important since there has been very little research completed that focuses on this growing U.S. population. Unlike other ethnic groups, for example, African Americans and Hispanics that are identified on official forms as their own specific subgroup, people in the U.S. who personally identify themselves as Arab or Arab-American are grouped under Caucasian, therefore making it exceptionally challenging for researchers to find research focused on the study of the Arab population living in the U.S.

To gather effective data to enable Worth School District 127 to better understand the influence Arab parents have on their children's academic progress, and to serve those with students currently enrolled in grades first through third, this study invited them to participate in a study that would provide important data relating to the influence of Arab parental involvement on their children's academic progress currently enrolled in first through third grade.

Findings

This chapter contains the results of an investigation into Arab parent's perceptions of the district, with children enrolled in first through third grade at either of the elementary schools in Worth School District 127. The participants, Arab families with children currently enrolled in grades one through third in Worth School District 127, were asked to complete a survey consisting of ten open-ended questions that would provide the researcher with this group's views

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on; understanding of the U.S. education system, how important they measure education, and what supports they believe, if offered by the district, would better help them to be more proactively involved in their child's academic progress. The purpose of this study was to gather data that would be utilized in the development of a District Improvement Plan that will consist of goals that aim to provide Arab parents with the supports that they need to be influential in the academic progress of their children enrolled in Worth School District 127. The data obtained also provided the District Improvement Team with the information necessary to develop goals that would support and better enable the staff to provide effective support to Arab families residing in Worth School District 127.

Completing a qualitative study allowed the researcher to explore a complex group within context, resulting in the identification of themes, the evaluation of current offerings, and the development of interventions and district improvement goals (Baxter & Jack, 2008). Focusing on this group allowed the district to learn more about Worth School District's Arab families' satisfaction with the current education being offered, and what supports could be offered within the district to better assist them to be more influentially involved in the academic progress of their children registered within the district. Utilizing open-ended questions allowed the researcher to fully explore this population of parents, gathering the data from multiple families with students enrolled within the district's two elementary schools: Worthwoods and Worth Elementary.

A total of fifty-two out of the seventy-three families invited to participate in this study completed and returned the surveys, for a response rate of 71.23%. To eliminate parents with children in multiple grades receiving more than one request to complete the survey, the survey was only provided to the child in the highest of the participating grades. Parents from both of the

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elementary schools in Worth School District 127 participated in the study. Due to the fact that Worth School District 127 only offers half-day kindergarten at both schools, the researcher did not include this primary grade. The researcher kept both buildings results separately. The surveys were distributed to the children on the same day in both schools by their homeroom teachers. The majority of parents in all three participating grades completed the provided English version of the survey, their responses were also provided in English. The research of this study had a certified Arab bilingual instructor, employed by the district, translate all responses presented in Arabic into English. Table 1 represents Worth Elementary School; the different grade levels, number of invitees, the number of completed surveys returned, and whether the parents responded in either English or Arabic.

Table 1

Worth Elementary School

The Grade Level, Numbers of Parents Invited to Participate in the Study, Response Rate per Grade, Percentage of Who Completed the Survey in English or Arabic

Grade	Number of Invitees	Number Returned	Response Rate (%)	Response in English (%)	Response in Arabic (%)
First	10	3	30.00%	100%	0%
Second	17	15	88.23%	80%	20%
Third	7	4	57.14%	25%	75%

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Table 2 represents Worthwoods School; the different grade levels, number of invitees, the number of completed surveys returned, and whether the parents responded in either English or Arabic.

Table 2

Worthwoods Elementary School

The Grade Level, Numbers of Parents Invited to Participate in the Study, Response Rate per Grade, Percentage of Who Completed the Survey in English or Arabic

Grade	Number of Invitees	Number Returned	Response Rate (%)	Response in English (%)	Response in Arabic (%)
First	6	3	50.00%	100%	0%
Second	21	19	71.42%	78.94%	21%
Third	12	8	66.66%	25%	75%

All the families that participated in this study remained anonymous. The families were each assigned an identification number in lieu of using their family name. The purpose of this was so that families would feel comfortable to be honest, without feeling that their responses may jeopardize theirs and, or their children's relationship with the Worth School District staff.

Fifty-two out of the seventy-three families' invited to participate in this study responded to the survey, resulting in a response rate of 71.23% for the entire study. Twenty-two of the total fifty-two responding families are registered at Worth Elementary School, giving a response rate of 42.3% for the parents of the students registered in first through third grade in that building. Thirty out of the fifty-two responding families have students registered in first through third grade at Worthwoods Elementary School, resulting in a higher response rate of 57.69% for that building.

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Parents who agreed to participate in this study were provided a copy of the study in late January 2019 and asked to return their completed survey no later than February 25, 2019. The majority of the participants completed and returned the study within the first week of them being sent home, the remaining participants were given until the deadline. As agreed in the consent letter that accompanied all the surveys sent home, no pressure to participate was placed on those parents who did not return the survey.

The ten open-ended survey questions provided parents with an opportunity to express their personal opinions regarding their satisfaction with the quality of instruction and services currently provided to their children registered in grades first through third, in Worth School District 127. The survey also presented the parents with an opportunity to share their personal beliefs regarding the importance of their role and influence in the education and academic progress of their child, and what supports they believe could be offered by Worth School District 127 to better support them to be more actively involved.

Satisfaction with the Education Offered in Worth School District 127

Question one in the survey focused on parent satisfaction with the education offered to their child in Worth School District 127. The majority of families that completed the survey expressed much satisfaction with the level of education being offered to their child in Worth School District 127. Only one family, identified as family 26 with a child currently registered in third grade at Worth Elementary, expressed dissatisfaction relating to the education offered and to their child.

To be honest I am not! I believe that they could enforce more homework or even more spelling/grammar in their daily routine.

Some families responded that they are indeed satisfied with the current education offered to their child in Worth School District 127, while also offering suggestions on how the district can

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improve the level of education currently offered. Family 1, with a child currently enrolled in first grade at Worth Elementary, responded,

Yes, I am satisfied with the education (child's name) is receiving at Worth Elementary School, but I would like more assistance so that I can help. For example, help with the translation of the language, this would help us better understand the homework and be able to help more. Only math homework is given, we would like to see more subjects included in homework like reading, literacy, and social studies. Give parents more resources and apps, like Reading A-Z, this would really improve the level of education my child is offered and allow me to be more involved.

Family 6 with a child currently enrolled in second grade at Worth Elementary school responded, to the same question relating to the level of education offered by Worth School District 127,

Yes, I'm satisfied but would love to receive more homework for students to be doing at home. For example, I think that they should make the students maintain a reading log that requires them to complete a certain amount of daily reading at home.

Other families responded that they were very satisfied with the education being offered by the school district and did not include any need for change to be implemented in this area.

Family12, with a child registered in second grade at Worthwoods Elementary School, responded,

I am very satisfied with the education offered in Worth School District 127. My daughter was an EL student in preschool, by Kindergarten she was fluent in English and out of the EL program – that is all because of her teachers! She has just the right amount of homework to complete daily, like 2 pages of math or reading. She comes home with a

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full understanding of the content. She reads fluently and is very good at math as well. I am very happy with her progress.

Family 11, also a parent with a child in second grade at Worthwoods confirmed their satisfaction with the education their child receives in the district, while also comparing the level of education offered by Worth School District 127 to other school districts,

Yes, we are very satisfied with the education our child receives at Worthwoods School.

This is a great school district in comparison to other school districts where we lived before moving to Worth. The old school did not provide any extra help with reading or math. They do not review the homework and so I felt like it was pointless to assign it. I did not like the way the teachers skipped chapters in the math book. I like that Worth teachers provide work examples to help the students with their homework, it helps me too.

The data suggest that the families are satisfied with the level of education currently offered in Worth School District 127, but some suggest changes that could be implemented, for instance: more homework, translating homework assignments so that parents can assist their child with their homework, and more educational apps available for parents to use with their children at home.

Satisfaction with the Services Offered in Worth School District 127

During state and federal audits, Worth School District receives much praise regarding the level of services offered to the students and their parents. However, during this study, the participants identified areas of strength relating to services offered by the district to parents, and

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some shared their thoughts on how the district could improve the level of services offered to assist Arab parents in Worth School District 127.

Family 14 with a child registered in second grade at Worth Elementary school responded that they were satisfied with the current services, but suggested some improvements,

Yes, as a parent, I am very satisfied with the level of service I receive from my child's school. The teacher is great at including me and regularly communicates with me. I would like to receive help with my English so that I can be more helpful with the homework. My sister's district offers classes for the parents to take. She really likes that and it is very close to her home. The school even offers babysitters so that she can bring her children with her to the school.

Family 26, the same family who expressed dissatisfaction in the level of education offered to their child shared the same level of dissatisfaction with the level of services offered by Worth School District 127 to the parents,

There are no special or specific services offered to Arab parents compared to those offered to all the parents. We receive a calendar and newsletter monthly from the school, I have to translate this to for my wife as she has no English. I have asked numerous times at meetings and conferences if we could have this document translated into our native language. I have heard other EL parents at meetings request the same service, but the school still continues to send this home in English.

The majority of families expressed much satisfaction in the services offered to parents by Worth School District 127. However, some parents did share that they believe the district could offer

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more opportunities for the parents, to be more involved. Family 5, who has a child enrolled in third grade at Worth Elementary, provided the best detail in their response by stating,

I am satisfied with the services currently offered by Worth School District. Although I also believe there could be more opportunities offered to the parents for them to be more actively involved. For instance, more events such as plays, shows, and fundraisers. I would also like to see the district bring back the second parent-teacher conference date that they use to offer. They only offer one per school year now, this is not enough for some families who rely on this opportunity to meet with their child's teacher.

Family 21, with a child in third grade at Worthwoods School, responded,

I'm so happy with the services my family receives from the district. The teachers are at the highest level in their knowledge of teaching. I always feel like they listen to my suggestions and needs. I love meeting the teachers and feel like we have a great relationship and work well together toward my child's academic progress.

Family 49, also with a child registered in third grade at Worthwoods School, provided much praise for the level of services offered to the parents in their response,

Yes, all the services are excellent that the school offers to me. I enjoy getting involved at the school and I am currently on the Bilingual Parents Advisory Committee. This allows the parents of all bilingual students to hear what is going on in the schools and also provides us with the opportunity to hear about the services offered by the school and throughout the community. The library also great services to all the families in Worth, and I believe they advertise these services within the schools. I am very happy with this district and glad that we moved here.

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Worth School District believes that the involvement of parents is extremely important and can greatly increase the child's academic progress. The detailed responses relating to services provided to the parents indicate that services currently provided to all parents are good and appreciated, but more services could be offered to Arab parents.

Satisfaction with Current Assigned Classroom & Services

The Worth School District leaders and Board of Education promote equality for all throughout the district, especially within the classroom setting. It is important that each child, no matter which classroom or teacher that they are assigned, receives the best level of education. Question three in the survey asked families to share their levels of satisfaction with regards to their child's assigned classroom. Family 52, with a child registered in third grade at Worthwoods School responded,

I believe that my child's teacher is very committed to his academic progress. She communicates with me regularly. I have found that since my child started school in Worth all of his teachers have been very good. Every year, my family attends an open house at the school. I really like to see my son's classroom and know where he sits and what is on display to help him, especially with his English.

Other families had mixed reviews on the classrooms and teachers assigned to their child, and the level of education their child receives within their classrooms. Family 10, who has a second-grader currently enrolled at Worth Elementary stated,

My child is receiving a great education this year within their classroom. I really like that Arab instructors now co-teaches within the classroom. Last year, my child has received EL services in an office dedicated only to the instruction of EL students. I believe there

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were other students who speak other languages besides Arabic assigned to the same room, my child did not leave the classroom. I am unsure why this changed this year, but I am happy and so is my child that she no longer leaves the classroom to get help with English.

Many of the responses to this particular survey question were very brief. The majority of the parents favored their child's classroom assignment and provided limited details within their responses, they simply stated that they were happy with their child's classroom and level of instruction they received from their teacher within the classroom.

Parents Role in their Child's Education

All of the parents responded stating that they believed parents do have an important role in the education of their child. Family 39, with a child registered in first grade at Worthwoods Elementary School, expressed that they believe the parent's role is important in their child's education; in their response to question four, relating to parental involvement in their child's education, they wrote,

Of course. Parents play a big role in their child's education. As a parent, I encourage my child to read daily. I always follow up with her to complete all the assigned homework and to study for upcoming tests. I attend all parent activates.

Family 1, with a child registered in second grade at Worth Elementary school, provided a greater insight into their thoughts on the role of parents in the education of their child, providing information from an Arab parent's point of view by stating,

The role of a parent in their child's education is extremely important. However, Arab parents need more help to become involved. They need all communication between

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school and the home to be translated. I would like to be involved more at my child's school. My neighbor told me when I moved here that they had a PTA, but that many of the Arab families did not feel they could become involved because of their lack of English. There were no translators available at the meetings, and so it was difficult to become involved with discussions. The American moms in the district served on the PTA and did a very good job, but many of the Arab moms would like to have been involved. I would love to see a new PTA started up in the district, this would really help all families to become more involved within the school.

Family 10, with a child registered in second grade at Worth Elementary School responded,

As a parent, it is very important to be actively involved in all areas of your child's life, but especially in their education. At this stage in their education, it is my role to ensure that all of their homework is completed in a timely manner and that they comprehend it. I help my child study for tests and often make study guides to reuse. One of my favorite activities to do with my child is school projects. This helps me to learn too. Although I consider myself to be an educated person, I never completed any schooling here and it very different. I always check my child's grades and keep in regular contact with the teacher.

Family 2, who has a child registered in the second grade at Worth Elementary School, was the only parent to respond to this question from a more ethical point of view. Their response related more to how they raise their children in the home, and how that may impact how they behave in the school setting,

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I think it is really important for parents to be involved in their child's education. As a parent, I am very aware that how I behave in my child's presence, and how I expect him to behave in our home, truly can impact his education. I want my child to be a successful student and make academic gains each year, and this also means to be kind to others.

Today, more than ever it is important for the kids to show respect to their teachers and to each other.

This unique take on parent involvement is very important and shows that this parent understands that their behaviors at home may influence their child's behavior in the school environment.

Throughout this study, it is evident that Arab parents want their children to be academically successful, and now it is evident from this response that some parents believe their behaviors may influence how their child behaves in the school setting that may impact their academic progress.

The importance of families being actively involved in their child's education was commonly expressed in the responses to the survey questions. The families want to be actively involved, but some just do not know how to do this, or what the district could do to offer them assistance. However, Family 50, with a child registered in first grade at Worthwoods Elementary School, provided some insight with their response,

I would like to communicate more with my son's teacher, but I do not want to seem like I am complaining. I want to help him more with his homework, but my English language is limited and I do not want to teach him bad habits. I do not want to ask the teacher to do extra work for me, but I would like some vocab lists so that I can assist him with his homework.

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The responses informed the researcher that the Arabic parents know that they are an influential factor in their child's academic progress, much of the data they provided suggested that it is a mutual responsibility between the school and the home, both helping the students to achieve academic success.

The Parents and Schools Responsibility in the Education of Children

Question 5 in the survey asked participants what they believed was their role in the education of their child, or if they believed that this was the sole responsibility of the school district. This question allowed the parents now to express their thoughts and opinions on the school's responsibility as it relates to their child's education and academic progress. Family 14, with a child registered in second grade at Worth Elementary responded,

I definitely do not think that the education of my child is the sole responsibility of the school. I definitely have to be actively involved to help my child be successful with his schoolwork. The school and parents need to work together. I would never home-school my child, I want the help of the trained teachers. It is my responsibility to get my child to school and that they arrive ready to learn. The school teaches my child and prepares them to advance further in their education each year. I love listening to my child and hearing about all the new things he has learned in school.

Family 48 had a similar response, in that they believed both parties need to be involved, but they felt more like they were not as influential in their child's education in comparison to the school,

I believe I should be involved in my child's schooling, but that the real responsibility for my child's education is the schools. I trust that the teachers are much more prepared to educate my child, I am not a qualified teacher. I definitely think I have a role to play in

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my child's education, but I would not interfere with the teachers teaching of my child. I trust the school, and that is why I allow them to teach my child.

This family's response states that most of the responsibility of their child's education is on the school. However, this seems to be more out of respect for the teacher's ability to teach their child. They also place much trust in the school and staff relating to the education of their child. As a parent, they do not believe they have the qualifications necessary to teach their child, and therefore they place the majority of this responsibility on the school.

Family 9, with a child registered in second grade at Worthwoods Elementary School, definitely believes that the education of their child is the responsibility of both the school and the parents each with their unique role,

I believe that the parents and the school both play an important role in a child's education, especially if they are to be successful in school. It is the school's responsibility to incorporate the start of learning and introduction to new lessons, and it is the parent's responsibility to assist the children with their homework, which in return helps the students to retain the information that they have been taught in school.

All of the answers for this question were similar in that the participants believed the school definitely had an important role in the education of their child, but the majority of the parents believed that they also had an important role in the education of their child. It was evident in the responses received that the participants have much respect for the teachers, and their ability to teach their children. They support the teacher's efforts by reinforcing lessons at home by assisting their child with homework and helping in any way possible to help their child achieve academic success.

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The Role of Schools in Assisting Parents to Become More Involved

Question six in the survey asked the participants if they believe that the district could do more to assist them in becoming more actively involved in their child's education. Many of the parents responded that they would like to receive more help to assist them being more actively involved in their child's education. However, the survey asked them to provide more details to their answer, but many families responded that they did not know how to answer that part of the question. Family 5, with a child registered in third grade at Worth Elementary School, provided examples in their response by writing,

I believe they (the district) could do more by giving the children more projects to complete at home that will better prepare them to move on to the next grade level. Family nights at school would also be a nice way for families to feel more welcome within the schools.

Family 13, with a child registered in second grade at Worth Elementary school, believes that Worth School District could be doing much more to help Arabic parents become more influential in the academic progress of their child,

The district could be doing much more to help me be more actively involved in my child's education. They could start by informing me every week in Arabic what my child will be learning in school. I would like to see the teachers plans for the week. This will help me to be prepared at home and let me know what I need to do to help my child. If I knew what lessons were being instructed each week, I could visit my local library and find books to help my child. I would also be able to do research online that would help me understand the information in my own language.

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Worth School District 127 does not require the teachers to share their lesson plans with the families. However, it is encouraged to regularly inform the parents about what is going to be taught in the classroom. Some teachers share this with parents in a weekly or monthly newsletter, and this can really help the parent feel more actively involved and assist them in being more influential in their child's education.

Family 4, with a child in second grade at Worthwoods Elementary School, believes that the school could do more to help with their child's education, especially with the homework that the teachers assign,

Yes. I believe that the classroom teacher could do more to help me be more actively involved in my child's education. When they assign homework, I would think it best practice if they would review all of the work as a class, not just some of the assigned work. The teacher should grade the papers, and not just mark a response wrong, but instead provide the correct answer too. The children should be held responsible for their errors and made to fix them. If the teacher does not make this a regular practice in the classroom, then the students end up being careless and lazy.

The assignment of homework is not required by the district board but instead left to the discretion of each individual teacher. If homework is assigned, it is to reinforce a lesson that has been taught. The majority of parents that completed this survey stated that they liked when their child received homework and believed it helped them to stay connected with the classroom teacher. However, some parents believed that they were not near as qualified as the teachers were to teach their children, indicating that many would appreciate more support from the school in relation to preparing them to be more actively involved in their child's homework.

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Level of Education of Parents Can Impact Their Level of Involvement in Their Child's Education

Question 7 of the survey investigated the importance of the level of education achieved by the parents and the impact this could have on their ability to be actively involved in their child's education. The majority of the families believed the level of education achieved by a parent definitely impacted their level of ability to be able to assist in the education of their child. The level of education varied, the level of education of the parents was not an original focus of this study, but many parents shared their level of education when responding to question 7. Although the families participating in this study shared that the level of education of a parent could impact how much they could assist their child, the majority shared that their ability, or lack of, to speak and write the English language had more of an impact. Family 28, who has a child registered in second grade at Worthwoods Elementary School, responded in Arabic (the researcher was able to have all Arabic responses translated by a district employee bilingual cultural broker),

I believe that in order for the child to succeed in school the parents need to be involved as much as possible, and that can truly depend on how much knowledge they have regarding what their child is attempting to learn. The teacher has a very important job to teach the children, but parents have to do their part. I consider myself an educated person, I have earned a degree in America. However, some of the Arabic parents in this community have not received much schooling, and this makes it much more challenging for them to feel confident in assisting their child. They want to help, but some of them do not have good English or a good education and this prevents them from helping their children. They

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want their children to receive a good education, better than what many of them received in their home countries.

Family 21 who has a child registered in third grade at Worthwoods Elementary School agreed that a parent's level of education can greatly impact their level of involvement,

Yes. I believe the level of education achieved by the parents definitely affects their ability to be able to assist the children with their schoolwork. Parents have the responsibility of teaching their kids the importance of achieving a good education and to achieve your very best at all times.

Family 4, who has a child in second grade at Worthwoods Elementary School, definitely agrees with the Family 21's response relating to a parent's level of education, responding:

Yes. I believe the level of education achieved by the parents greatly impacts how they can assist their child. My child knows that I have done well in school, and I expect the same from my children. My education has helped me to improve my English and I am good at Science and can help my kids with homework assignments and projects. Some of my friends did not get an opportunity to go to school for many years, and so I help their children with school work - I like to help.

Parent Workshops

Both Question 8 and 9 on the survey related to parent's opinions in regards to if parent workshops were offered by the district would they attend, and if so, what workshops would they like to see offered to parents in Worth School District 127. Family 2, with a child in second grade at Worth Elementary, was the only family who stated that they would not attend

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workshops if offered by the district. Family 21 with a third-grade child at Worth Elementary stated,

I would truly love to attend all the workshops offered by the school district. I want to help my kids in any way possible. Unfortunately, I do not have the time in my schedule to attend. If I could I would love to attend English classes to help me improve my language in America.

When developing a DIP the team should consider the fact that many parents, especially immigrant parents, work extremely hard to provide for their families. Work days can be long, and prevent parents from attending school events. Online webinars placed on the school website could be an alternative option and accessible to parents with internet access. Workshops could be recorded and posted on the district website too, this would also help those who attended the workshop to review whatever topic was discussed at the workshop. The DIT needs to consider all parents' schedules when planning to accommodate their needs and multiple styles of training must be offered. They should also consider another factor that family 48 identified,

My wife would really like to attend workshops at the school, but we have a big family and she needs to care for the baby. If the district considered offering childcare then maybe she could go and meet with other parents and learn to help their children with their homework.

The majority of the parents responded that they would like to attend workshops, and answered question 9 with details relating to the workshops they would like to see offered by Worth School District 127. Family 50 responded,

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I would attend family workshops if they were offered by the district, they would be interested in workshops providing information on the following topics: learning how to understand your child's mood and understanding your child's age group.

Other families responded that they would like to see workshops that would help them with their children's social and emotional needs, Family 1 responded,

I would really like to attend workshops relating to matters that I have difficulty talking to my children about. I would like to attend workshops on safe touch, bullying, connecting with your teenage child, and a workshop focused on teaching parents about understanding disabilities.

The parents not only would like to see workshops offered relating to academics, but also workshops relating to matters that they have a difficult time discussing with the children or understanding. Workshops on certain topics relating to social wellbeing could be helpful to all parents in the district, and not just the EL parents.

The main reason the researcher completed this study was to identify Arab parents influence on their child's academic progress, their opinions on the quality of services currently being offered by the district, and to find out if the district did offer workshops to better assist the families to become more influential in their child's education, would they attend them? The most popular workshop topics stated by the participants are as follows:

- Assisting your child with homework
- Technology
- Learning about different cultures/minorities
- English lessons

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- Understanding your child
- Report Cards
- Bullying
- Education for Parents

Question 10 in the survey asked participants if they had ever attended any local workshops that have been offered to assist parents. 100% of the fifty-two survey participants responded that they have never attended any trainings/workshops offered by other local agencies, for example, Moraine Valley Community College or the local public library. None of the parents provided any further insight as to why they have not attended any of these workshop/training.

Summary of Conducted Research

In reviewing the aforementioned information provided by the Arab parents with children registered in first through third grades in either of the Worth elementary school buildings, it is apparent that all the participants in the survey rank education as very important in the lives of their children. The parents do not place all of the responsibility of the education of their children on the district; the majority of them expressed that parents have an equal responsibility alongside the district to assist in the education of their children.

The parents expressed satisfaction with the level of education their children received in Worth School District 127, but many shared that they would like more opportunities to assist the school. The parents, no matter their education level or English language ability, want to be actively involved within the schools. However, they believe a lack of opportunities for parents to become involved is evident within Worth School District 127. Many of them shared that they would like more homework or projects assigned to their children. They believe this would help

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them to learn more about what is expected of their children in each grade level, and what they need to know as they prepare to advance to the next grade level.

All of the families involved in this study, with the exception of family 8, shared that they would like to attend workshops to assist them in becoming more actively involved in their child's education. Many of the parents listed workshop ideas for the district to consider hosting.

A limitation that needs to be considered when reviewing the findings of this study is that all of the participants did so voluntarily. Biases regarding Arab parent's perceptions regarding the district may have been present in the data gathered from the surveys. The parents were offered no incentive by the researcher to participate in this survey, but those who did take the time to answer all ten of the open-ended questions may have done so because they believe education to be an important aspect of their child's life. Those parents invited to participate in the survey but did not, may not have felt confident that their responses would have been kept anonymous by the researcher. The district cultural broker shared with the researcher that trust must be earned within the Arab community. This may have been why parents in the first grade had a less response rate than those parents with children in second and third grade. The participants with children in second and third grade have had more interactions with the researcher of this study, the Director of Student Services. The parents who did participate may have done so to express personal support of the district administrator completing the research.

Although limitations have been expressed, the researcher is confident that the high response rate of 71.23% to this study, means that essential data was collected during this study. The parents' responses to this qualitative study will better educate the district on the needs of this population of parents. Asking parents to participate in district surveys helps to provoke

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important discussions that provide necessary objectives helpful enabling the district to incorporate positive changes to meet the needs of all registered families (Jono, 2016).

Fifty-two out of the seventy-three Arab families with children registered in grades first through third participated anonymously in this paper-format survey. The survey was presented to the parents in both English and Arabic, twelve of the fifty-two participating families responded to this survey in Arabic, resulting in a response rate of 23% choosing to response in Arabic. The twelve surveys in Arabic were translated by a district certified bilingual Arabic/English cultural broker. The surveys were translated word-for-word with no additional editing by the district translator. The results of the data will be further analyzed in chapter five to identify common themes identified by the researcher. The researcher of this study carefully read every survey and highlighted common words used throughout the responses. Responses were categorized according to how they responded to each of the ten open-ended questions. The researcher provided multiple-perspectives of Arab parents who participated in this survey by providing many of their detailed responses throughout this chapter. By providing several of their viewpoints will provide the researcher with the evidence of data necessary to identify the themes (Creswell, 2012). These multi-perspectives will be analyzed further in Chapter V to identify themes that will assist the district in developing goals to be included in a District Improvement Plan for Worth School District 127.

CHAPTER V

Thematic Analysis

A qualitative study was completed to assess Arab parent's views of parental involvement at Worth Elementary and Worthwoods School in Worth School District 127. This study utilized data from Arab parents with children in grades one through third grade to identify their perspective of parental involvement and the supports they believe are further necessary from the district for them to be more influential in their children's academic progress. The researcher of this study carefully studied the survey results to identify patterns or themes within the data. Braun & Clarke (2006) recommend thematic analysis of qualitative data, especially data relating to learning and teaching, due to the fact that it is not connected to a particular theoretical perspective, making it a very flexible method of data analysis. There are many approaches to thematic analysis, however; to avoid confusion in the presentation of the data, many experts advise that it is best practice to follow one approach (Vaismoradi, Turunen, & Bonda, 2013). The researcher of this study followed the Braun & Clarke (2006) 6-step framework, which is presented in Table 3.

Table 3

Braun & Clarke's (2006) 6-step framework for completing thematic analysis

Step	Description
1	Become familiar with the data
2	Generate initial codes
3	Search for themes
4	Review themes
5	Define theme

Generating Initial Codes

During the data analysis, the researcher started to focus on the data that answered the questions in the survey. For instance, when responding, some of the participants' focus became distracted from the initial question, presenting more of an inductive analysis rather than the researcher's desired, theoretical thematic analysis. This type of analysis allows the researcher to gather and analyze data addressing the specific survey questions. The researcher of this study opted to manually code all of the data using a highlighter pen. Gibbs (2007) simply describes coding as to how the researcher defines what the data he or she is analyzing is about. The researcher of this study carefully read every response to each question asked in the survey and highlighted certain words, which were relevant to each question. This allowed the researcher to categorize the responses to the open-ended survey questions text and establish a framework or thematic idea for each question. This reduced lengthy extended responses into more detailed chunks of meaning (Maguire & Delahunt, 2017). During this analysis stage, the researcher highlighted all words that captured something relevant to the question. Not every piece of text was coded, instead, the researcher used the open coding method, which means pre-set codes were not used, instead they were developed throughout the coding process. The researcher's goal during this step of the process was to clearly identify patterns and themes in all of the responses to the ten open-ended survey questions identifying the preliminary themes, leading to step 3 in Braun & Clarke's (2006) 6-step framework. The codes were identified by identifying information in each participant's response that provided the researcher with the parent's belief in their involvement regarding the education of their child, and the influence that they can and

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could have, given sufficient support from the district. Words that responded to each of the ten questions were highlighted by the researcher, a very simple process used by many researchers. These codes have all been identified in Table 6 below. The researcher was looking for codes that would relate to the research topic, the influence of Arabic parental involvement in their children's academic progress currently enrolled in first through third grade.

Identification & Review of Themes

To identify themes presented in the survey results it was essential for the researcher to carefully analyze all the responses received for each survey question. Braun & Clarke (2006) believe that there is no set rule when it comes to developing themes during the analysis of qualitative data, the researcher should be characterizing a theme based on its relevance to the study. This data was developed after the researcher reread all of the responses to the ten open-ended questions. The researcher was able to combine some of the questions into certain themes, resulting in better chunking of the data.

The 6-step framework approach to thematic analysis allowed the researcher to review each of the themes identified during the coding process. During the coding stage and upon further analysis of the preliminary identified data, the researcher combined similar data, and submerged this data into three themes, instead of how the researcher originally planned on presenting the codes, in separate themes that would have resulted in over-identification of themes (Braun & Clarke, 2006).

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Table 4

Themes Identified Relevant to this Study of the Influence of Arab Parental Involvement on Their Children's Academic Progress Currently Enrolled in First Through Third Grade in Worth School District 127

Theme 1: Arabic Parents Satisfaction with Education offered to Students in Grades 1-3 and Services Offered to Parents	Theme 2: Role of the Arabic Parent in Their Children's Education	Theme 3: Workshops /Services That Arabic Parents with Children in Grades 1-3 would Like to See the District Offer
<ul style="list-style-type: none"> ● Excellent Schools ● Excellent staff ● Curriculum is Challenging ● Class Sizes are big ● More EL Instruction needed ● More Homework ● Extra Reading Help needed ● Individual Instruction is good ● Special Education is excellent ● Technology is good ● Supportive staff ● Understand we need help ● Patient with children & parents new to the U.S. ● More Help Needed to understand the system ● Need English Lessons for parents ● Homework Training for Parents needed ● Full-day Kindergarten would help ● More than one parent-teacher conference per school year is necessary ● Better online Communication for parents ● Translators Available 	<ul style="list-style-type: none"> ● More Homework ● More Home Projects ● Communication ● Involved ● Important ● Role Models ● Equal Responsibility between school and parents ● Encourage Students to Succeed ● Translators ● More Parent-Teacher Communication ● Need English Lessons for Parents ● Homework Training for Parents ● PTA Needed ● Serve on the District Board of Education ● Lack of Opportunities 	<ul style="list-style-type: none"> ● English Lessons for Parents ● More Parent-Teacher Communication ● Homework Club for Parents ● Provide all forms and online communication in Arabic ● Translators Available ● PTA Needed ● More than one parent-teacher conference per school year ● Arabic Text Books ● Bullying ● Learning about New Cultures ● Diversity ● Living as a Minority ● Lunch forms in Arabic online ● Arabic Leaders in Schools

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Defining the Themes

Maguire & Delahunt refer to this as the final refinement of the themes. During this step of Braun & Clarke's (2006) 6-step framework of thematic analysis, the researcher of this study analyzed the three final themes. During this analysis, the data collected during the original surveys at the beginning of the research became much more relevant. During this step of thematic analysis, the themes are all relevant to the study.

Analysis of Identified Themes

Theme 1: Arab Parents Satisfaction with Education offered to Students in Grades 1-3 and Services Offered to Parents

All of the Arab parents that participated in this survey have a common belief that Worth School District 127 staff provide a good education to their children. The high response rate to this survey was the primary indicator that the Arabic parents with children in Worth School District 127 care about education. Their detailed extended responses reflected that this population wants to be heard and that they are willing to invest their own personal time to assist the district to gain a more thorough understanding of their unique needs.

The parents identified areas that they consider the district meets their needs and they also provided information relating to areas in which the district could improve. Table 5 illustrates the information identified in this theme into areas of strengths and needs for the district. Splitting Theme 1 into areas of strengths and needs allowed the researcher to better understand the exact needs of the participants as they related to level of education currently offered to their children in grades first through third, and more importantly it provides imperative information to the researcher that the district improvement plan will have to have goals with objectives of

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improving the level of current services offered to Arabic parents and the level of education being offered to the students enrolled.

Table 5

Theme 1 Arabic Parents Satisfaction with Education offered to Students in Grades 1-3 and Services Offered to Their Parents. Codes are Categorized by Strengths and Needs in this table.

Identified Strengths	Identified Needs
Excellent Schools	Class Sizes Are Big
Excellent Staff	More Homework
Curriculum is Challenging	More EL Instruction needed
Individual Instruction is Good	Extra Reading Help needed
Special Education is Excellent	Understand we need help
Technology is Good	English Lessons for parents
Supportive Staff	Homework Training for Parents
Patient with Children/Parents new to U.S.	Full-day Kindergarten
Translators Available	More than one parent-teacher conference per school year
	Better online Communication for parents
	More Help needed to understand U.S. education system

EL = English Learner

Table 5 illustrates that the Arab parents in Worth School District 127 recognize that they have unique needs. For instance, many of them are immigrants to the U.S., therefore English is their second language, and unlike parents born in the U.S. they have not experienced receiving

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an elementary education in the U.S. In their responses to the survey questions, many of the participants expressed their lack of knowledge in regards to the U.S. education system and that they would like to increase their knowledge in this area so that they can be more supportive and provide parental guidance to their children on this matter.

Online communication offered in Arabic would also be welcomed by the participants, many of them noted that other local school districts offer such a service. However, several parents did mention that they are grateful that their children's teachers are eager to assist both the needs of the students and their parents, but often the resources they have available to assist the parents are limited. An evening group to assist parents with homework would definitely be utilized by many of the Arab parents residing in Worth; this would allow parents to learn more about why teachers assign homework and how they can assist their children. Special Education services were given much praise by the participants whose children qualify for services, whereas English Learner (EL) services were identified as an area that they would like to see improve. Many of them recommended that the district hire more Arabic EL instructors to provide more service minutes to their children.

The researcher of this study was able to learn much from the analysis of this data, such as, the services that could be added to improve districtwide services that could actually benefit all of the parents and not just the Arabic population. However, the purpose of this study was to learn more about the influence of Arab parental involvement, and the data did indicate that many services could be added to assist parents, such as, English lessons, better online communication with information available in Arabic, the district needs to learn about the unique challenges faced by Arab parents and other EL parents and provide the services to give them equal access to the curriculum.

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Theme 2: Role of the Arab Parent in Their Children's Education

All of the parents in this study are involved in the education of their children. It was evident to the researcher of this study that the education of their children is definitely a priority to Arab parents. They want to be actively involved in the process. Those with a higher level of education seemed to be more confident in their responses as to what warrants being an actively involved parent. The education level of the parents was not asked by the researcher in the study, but it was interesting that some parents with a higher-level education included this information within their survey response. Some parents also acknowledged that they personally have received very little education in their lives, and therefore were unsure as to what their role was in the education of their child. Only one of the fifty-two participants believed that Worth School District 127 was not a good school district. The other fifty-one respondents gave much praise to the district teachers and administration team. Any criticism was presented in a constructive manner, presenting essential information to this study. Arab parents care greatly about their children's education, many stating this in their responses.

The researcher discovered when analyzing the data that Arab parents do not believe that the responsibility of the education of their children is the sole responsibility of Worth School District 127, but instead an equal responsibility between the parents and the school, especially the teacher. The parents shared that they would welcome more opportunities to become involved within the schools, for example, serving on the PTA or serving on the local Board of Education. Unlike some parents who complain that the teachers assign too much homework, the majority of the Arab parents who responded to this survey would appreciate more homework assigned to their children, this would help them to be more connected to what their children are learning at school, however many of them shared that they would like the district to offer them some

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training as to how they can better help their children with homework. Some parents expressed that they really enjoyed completing home projects with their children, and would like to see more projects assigned to their children to complete, especially during breaks from school. Table 6 categorizes this information so that it is evident what the parents perceive as strengths and needs relating to this identified theme.

Table 6

Theme 2 Role of the Arabic Parent in Their Children's Education. Codes are Categorized by Strengths and Needs in this Table.

Identified Strengths	Identified Needs
Communication	More Homework
Involved	More Home Projects
Important	Homework Training for Parents
Role Models for Education	Need English Lessons for Parents
Equal Responsibility between school and parents	PTA
Encourage Students to Succeed	Serve on the District Board of Education
	Lack of Opportunities

PTA = Parent-Teacher Association

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Theme 3: Workshops /Services That Arab Parents with Children in Grades 1-3 would

Like to See the District Offer

The final theme identifies the needs of Arab parents in Worth School District 127. The most interesting part of the study for this researcher was learning about ways that the district can better serve the needs of minority groups, such as Arab families, living in the district. The leaders of Worth School District 127 take much pride in being a diverse district, and by being so it offers students a more in-depth and multicultural education. By completing this study, and gathering data from Arab parents, the researcher of this study learned that because the district is so diverse, then the goals of improvement for the district need to respond to the unique needs of certain groups of parents.

Table 7 illustrates that theme three identified the greatest number of needs for improvement within the district. The parents were very descriptive of their needs in their survey responses, sharing with the researcher several subjects that they would like to see the district present to the Arab community. Worth School District 127 does not offer many workshops for parents, on average there is one workshop per year offered for all parents to attend. The Arab parents who participated in this study would like to see more workshop opportunities made available to parents. Many of the parents would like the district to offer them workshops to improve their English language skills. One parent shared that she would like to present a workshop to all parents in the district teaching them what it is like to live as a minority and to educate others about the Arabic culture. The participants were appreciative that translators were always available to them upon request, and that Arab instructors are made accessible to their children. It was evident to the researcher that the parents felt more comfortable coming to meetings with teachers if they knew there was a translator present, even those who consider

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English to be their first language, liked having a representative who understood their culture present at meetings. Much of the information gained by the researcher during the thematic analysis of the data will be essential in the development of goals to include in a district improvement plan for Worth School District 127.

Table 7

Theme 3: Workshops /Services That Arabic Parents with Children in Grades 1-3 would Like to See the District Offer. Codes are Categorized by Strengths and Needs in this Table.

Identified Strengths	Identified Needs
Translators Available	English Lessons for Parents
Arabic Teachers	More Parent-Teacher Communication Homework Training for Parents Provide all forms and online communication in Arabic PTA Needed More than one parent-teacher conference per school year Arabic Text Books Workshops on: Bullying, Diversity, living as a Minority, Learning about new cultures

Write-Up

The final step of Braun & Clarke's (2006) 6-step framework was for the researcher to write-up a summary of the analysis. The researcher of this study presented this final step as recommendations for Worth School District 127 which are presented in Chapter VI.

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Recommendations

The data accumulated during this study validated that Arab parents with children in grades first through third, are dedicated to the academic success of their children. Their survey responses demonstrated that they recognize the importance of education, and know what supports are necessary for them to be productive stakeholders in their children's education. However, the study participants provided essential data as to how the district can better serve them, as parents of Arab students, and better serve their children. The data suggests that although services currently provided are very much appreciated by Arab parents in Worth School District 127, many of the study participants provided data that would suggest services to these families need to be improved. The analysis of the data provided in the surveys determines the need for Worth School District 127 to develop school improvement initiatives that will strive to assure that all the parents and staff are provided adequate support in order to ensure the unique needs of Arab families and their students registered in first through third grade are effectively met.

In response to these survey results, Worth School District 127's district improvement goals should address the unique needs identified by the participants of this study, yet also making it a plan that will benefit all families, regardless of their culture or English language ability. Worth School District 127 is a highly successful school district, the Superintendent and the administration team pride themselves on supporting the needs of staff and families registered in the district. However, the data collected during this study demonstrates that certain families have unique linguistic and cultural needs in comparison to parents whose primary language is English, and who have themselves been educated in the U.S. Therefore, a district-wide plan in District 127, that focuses on preparing staff to better meet the needs identified by Arab parents and who

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volunteered to participate in this study. A DIP with goals focused on helping the survey participants will also benefit other EL families within the district, who may also be unfamiliar with the U.S. education system, and have limited English. Professional development will need to be offered to staff, as well as trainings that can be offered to all EL parents with students registered in Worth School District 127. The ideal DIP will benefit all families registered in Worth School District 127. Throughout the study, the majority of participants expressed much satisfaction with their child's school, administration team, teachers, and the academic performance achieved by their children. However, the themes that emerged during the data analysis stage of this study, identified the needs of Arab parents that are not currently being met by the district. For instance, many would like to have classes offered to them that would prepare them to better assist their children with their homework assignments and projects. Others suggested that the district offer classes that would help them to improve their English language proficiency. Professional development for staff should better prepare teachers to develop a better understanding of the unique needs presented by Arabic and other EL families.

The goal of this type of professional development should be to assist Worth School District 127's staff to recognize the needs of Arab parents, and how they can be much different from that of other parents. Many of the staff are not prepared to meet the unique needs presented by parents who have been raised in non-English speaking homes, and who have cultural differences to many of the staff teaching their children. As the survey results indicate, the participants in this study consider education to be a high priority in their lives and the lives of their children, but many bravely shared that it can be extremely challenging to assist their children when they are unfamiliar with the educational practice in the U.S. and the material presented to them is not provided to them in their native language. A district-level goal will have

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to address this communication breakdown between the Arab parents, who stated in their survey responses, that they would prefer to receive communication from the school in their native Arabic language. Currently, the district does provide Arab cultural brokers to assist with translation during meetings, but the majority of written communication distributed by District 127 is only presented in English, and this continues to cause a breakdown in communication between the staff and Arab parents. Although this study focused on Arab families, the results obtained that will be utilized to create goals for the DIP, will not only benefit the Arab families, instead, it will benefit all of the different EL families registered in District 127, with the hopes of benefiting all registered families.

The data accumulated for this study identified that a district improvement plan was necessary for Worth School District 127 which includes goals that focus on providing Arab parents, and other EL groups with the supports necessary for them to be able to effectively participate in the education of their children in Worth School District 127. Every parent who participated in this study expressed that education is very important, but that sometimes it is a struggle to be actively involved as they feel their lack of language proficiency impedes their ability to communicate with the staff, and often prevents them from attending school-sponsored events and meetings. In the 2019-2020 school year, this study will be the main data utilized by the selected district improvement team to develop and implement a district-wide action plan that will recognize the needs of Arabic parents within the district. The main purpose for the convening of a district improvement team and district improvement plan is to make certain that Worth School District 127 ensures that Arab parents will be equally supported and represented so that all students have equal access to the curriculum and that all student and programmatic needs throughout the district are addressed efficiently and effectively. The implementation and

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success of the district improvement plan will depend on the strength and dedication of the district improvement team; therefore, the convening of a successful team will be a high priority for the district.

Convening a District Improvement Team for Worth School District 127

During the fall semester for the 2019-20 school year, a district administrator will be appointed as Chair of the District Improvement Team by the district Superintendent. This appointee will work closely with the district administration team to select dedicated persons to serve on this team. The mission of this team will be to review data already collected as part of this study, and to continue studying ways to support Arab families, and other EL families to gain the skills that they have identified in this study as an area of weakness, and that if opportunities were provided by the district to help them to improve such skills as English language ability, more effective communication between the home and school, and knowledge of the curriculum, may allow this population of parents to be more influential in their child's academic progress. The research and data gathered during this study will be an essential guide for the team as they move towards developing an effective district improvement plan. The District Improvement Team must be comprised of stakeholders focused on providing excellence and equality for all of the district students. The team must be willing to be dedicated to the development, implementation, and success of a District Improvement Plan.

The District Improvement Team will consist of 20 members comprised of 2 teachers from each of the three school buildings in Worth School District 127, the three building principals, the junior high assistant principal, the district Superintendent and Director of Student Services, 2 parents from each of the three school buildings, and 2 community members. The Chair of the District Improvement Team will meet and discuss with the district administrators to

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identify the teachers, parents, and community members who will be invited to be members of the team. It will be the responsibility of the Chair to ensure that all members appointed to serve on the District Improvement Team understand their role and the personal commitment that is necessary in order for the District Improvement Plan to be developed, implemented, and its success monitored throughout the district. All efforts should be made by the Chair to ensure equitable representation of each of the 3 school buildings educators and parents are represented. Not all the parents serving on this team should be Arab; for the team to have a more in-depth knowledge of parental needs and input throughout the district the team should be diverse. Community members should have a strong knowledge of parental services offered throughout the community, a representative from the local library and community college could provide valuable knowledge and input to the team.

District Improvement Team members' attendance at meetings will be essential for the success of the District Improvement Plan. Therefore, it is essential that much consideration should be given to the frequency, location, and time of the meetings. It is recommended that the meetings be held once per school quarter for a total of four meetings throughout the 2019-2020 school year located in the boardroom at the District Administrative Center, between the hours of 6:30-8:00 p.m. This is a central location within the district, and the suggested meeting hours are respectful of those with work, study, and family commitments. As per the district teacher's contractual agreement, all teachers serving on the team will be compensated for their attendance at these meetings at an hourly rate of \$28 per hour. This will require the district to include the District Improvement Team meetings in their annual budget. The cost to the district for compensating the teachers to attend the four annual meetings will be \$1,008 per year. All other members of the District Improvement Team will serve on a voluntary basis. To ensure that

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members are appointed to the District Improvement Team in a timely manner invites to serve on this team will be distributed by the team Chair, with support of the building and district administrators within the first two weeks of the 2019-2020 school year.

The Mission of the Worth School District 127's 2019-2020 District Improvement Team

The first goal of the District Improvement Team in the 2019-2020 school year, prior to developing a District Improvement Plan, will be to review, analyze, and have a detailed team discussion of the data gathered during this study. This will provide the team with the conflicting viewpoints of Arab parents with children currently registered in the district between first and third grades. This data will provide the team with their perceptions of the district with regards to the instruction provided to their children, and how the district can provide them with training that would enable them to confidently attend and participate in school functions, meetings, conferences and provide them with opportunities to improve their ability to better support their children with school assignments and projects.

The team will be responsible for identifying professional development opportunities that will focus on providing the district teachers training to develop and implement skills that will better prepare them to meet the needs of families who took the survey, and similar families, who would benefit from district improvements to meet the needs of families seeking to be more actively involved in their children's education. The team will focus on finding appropriate train the trainer professional development that will allow those teachers who attend to train their colleagues, and also to provide training opportunities for parents to attend. An example of this style of training is that certain teachers could attend professional development to teach adults, especially in the area of the English language. This was an area of weaknesses identified by several of the participants in this particular study.

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Therefore, a main priority of the District Improvement Team will be to seek out, not only training opportunities catered towards parents from diverse backgrounds, but to also secure professional development for staff members willing to train their colleagues in skills proven to assist diverse families, especially for those who may be unaccustomed to the U.S. educational system or proficient in the English language.

Strategies to Explore in order to Support Arab Parents and the Teachers Working with their Children

One of the most important objectives for Worth School District 127's Improvement Team during the 2019-2020 school year will be to research trainings to accommodate the needs identified of the Arab parents who participated in this study and to ensure, with appropriate professional development, that the staff are prepared to meet the unique needs of this growing population in the district of Worth 127. An initial strategy of the Chair of the District Improvement Team will be to converse with the District's Director of Student Services and secure seats for parents serving on the team to attend the annual statewide summit for bilingual parents held in Oak Brook, IL, each school year during the month of May. Those who attend will return to the district with greater knowledge, to share with the team, of resources and training available throughout the State of Illinois for bilingual parents and for English Learner parents. There is a cost to attend this summit which can be covered by the district's Language Instruction Education Program and Limited English Proficient (LIEPLEPs) grant. There is a registration cost of \$25 per person to attend, and it would be recommended that the district pay for and provide transportation reimbursement for all six parents serving on the team to attend this summit. This summit provides parents with access to resources focused on meeting the unique needs and challenges faced by bilingual parents and English learners. The summit also provides

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translators to assist allow parents attending to participate, no matter their level of proficiency in the English language.

The Chair of the District Improvement Team may also recommend a district-wide cultural event, facilitated by members of the team which would help teachers better understand the many different cultures and languages of the children they serve on a daily basis within their classrooms. This study will not only benefit the Arab families within the district, but also other families who may be unaccustomed to the U.S. education system, or not proficient in the English language. During the summit in Oak Brook, IL, several experts will speak on various topics connected to the education of bilingual and English learners. It would be greatly beneficial for the district to have one of these reputable experts attend the planned cultural event to provide: the parents, students, teachers, support staff, and administrators with knowledge on how best serve all students equitably throughout the district. The district would need to budget approximately \$5000 to cover the fees for a speaker to attend this district planned event. The District Improvement Team may consider opening up this event to other local districts, charging them a moderate registration fee for all attendees. This would also provide the staff and parents of Worth School District 127 with an opportunity to connect with other district stakeholders serving similar populations to Worth School District 127.

During the final quarter of the 2019-2020 Worth School District 127's District Improvement Team would need to assess the effectiveness of the professional development opportunities provided to the teachers, and other opportunities made available to all stakeholders in meeting the unique needs identified by the Arab parents who participated in this study. The team could consider having the participants of this study retake the original survey of this study and see if their opinions are different or if their needs that were identified during the survey were

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met by the district. The team may wish to generate their own specific survey to gather opinions based on the training and opportunities made available throughout the district and to evaluate what improvements need to be implemented during the following school year.

Conclusion

The data collected and analyzed during this study identified the need for the Worth School District 127 to form a District Improvement Team that will be assigned the task to develop and implement a District Improvement Plan containing goals focused on providing appropriate training opportunities for both the teachers and parents to meet the unique needs identified by the Arab parents who participated in this study. The number of Arab and other EL students registered in the school district continues to steadily grow annually, and meeting their needs and the unique needs of their parents will remain a high priority of the district until all families within Worth School District 127 believe that all efforts are being made by the district to meet the needs of all registered families so that equality is a daily practice in the district. The development of the District Improvement Team will be the first step that the district takes to acknowledge the unique needs identified by the Arab parents, who without any guarantee that their needs would be met or considered, participated in this study. The District Improvement Plan will continue to monitor the needs of this population, and as needed, amendments will be made and implemented throughout the district.

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Chapter VI

Executive Summary

The data gathered and analyzed for this study suggests that the services currently provided by Worth School District 127 are very much appreciated by Arab parents in Worth School District 127, however; many of the study participants provided data that would suggest services to these families need to be improved. The analysis of the data provided in the surveys determines the need for Worth School District 127 to develop school improvement initiatives that will strive to assure that all the parents and staff are provided adequate support in order to ensure the unique needs of Arab and other EL families and their students registered in first through third grade are effectively met in Worth School District 127, resulting in equal access to the curriculum and support for all families.

Guideline for the Superintendent and Worth School District Board of Education

The researcher of this study will meet with the Superintendent to discuss the following outline, prior to the beginning of the 219-2020 school year. It will be recommended this outline be shared with the Worth School District 127 Board of Education prior to implementation.

1. Researcher of this study will request the Superintendent's approval and support in creating a diverse and committed District Improvement Team (DIT).
2. The DIT will be chaired by a district employee who is qualified to work with English Learner (EL) families and is especially passionate about working with, and providing support for EL students and their families, especially those new to the U.S. education system.
3. The DIT will be assigned the task of developing a District Improvement Plan (DIP) containing goals to address the needs of the Arab community that were identified in the

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- survey results. The DIT will also focus on meeting the needs of all EL families registered in Worth School District 127.
4. The district will encourage parents of Arab students and all parents with students registered in the district to be active members on the DIT.
 5. Meeting agendas will be printed in all the languages spoken by EL parents and in English.
 6. The district will provide translators for the most common EL languages present in the district: Arabic, Spanish, and Polish at all of the DIT meetings.
 7. All minutes of these meetings will be recorded in English, Arabic, Polish, and Spanish.
 8. The district will provide a way for the DIT to work closely with the Director of Student Services, who directs the EL department and has a good working relationship with EL families registered in Worth School District.
 9. The DIT will review the data from this study to write, implement, and monitor smart goals to be included in the DIP, that will benefit the needs identified by the Arab families during this study. These goals will benefit all EL families registered in the district of Worth.
 10. The DIT will recommend conferences and Professional Development to the Superintendent that will assist the Worth School District 127 staff meet the unique needs of Arab and all other EL families registered in the district.
 11. The staff will receive professional development on cultural sensitivity and awareness.
 12. The DIT will hire a speaker, trained in cultural sensitivity, to attend a meeting to guide the team in a discussion relating to past historical terrorist events that occurred in the U.S.

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It is imperative to the success of the DIT team that they are educated on this matter so that they can be united in working towards a more successful school district.

13. At the end of the 2019-20 school year, the DIT will review the effectiveness of the DIP by having the staff and all EL families take a survey.

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Appendix A

Governors State University
Research Information and Consent for Participation in Research Study
The Influence of Arabic Parental Involvement on Their Children's Academic Progress Currently
Enrolled in First Through Third Grade in Worth School District 127

You are being asked to participate in a research study. Researchers are required to provide a consent form such as this one to tell you about the research, to explain that taking part is voluntary, to describe the risks and benefits of participation, and to help you to make an informed decision. You should feel free to ask the researcher any questions you may have.

Student Investigator Name and Title:	Sinéad Chambers, graduate student
Department and Institution:	Interdisciplinary Leadership, Superintendent Concentration, Governors State University
Address and Contact Information:	Sinéad Chambers Worth School District 127 Worth, IL 60482
Project Director: Chairperson	Marlon Cummings, PhD, Capstone Committee

Why am I being asked?

I am asking you to take part in a research study because I am trying to learn more about the level of understanding Arabic parents in this community have regarding the U.S education system, how important they measure education in the lives of their children, and what supports and resources they believe would benefit them if offered by the district. I will compare the results of the survey results with the academic progress of the children of those who participated. Only parents of students currently enrolled in grades first through third will be invited to participate in this study. The data collected and analyzed will be used to develop a district improvement plan.

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future dealings with Worth School District 127. **If you decide to participate, you are free to withdraw at any time without affecting that relationship. Your responses during the study will remain anonymous. Your name will not be used throughout this study.**

Approximately 50 families may be involved in this research at Worth School District. The final number of participants will be determined by the number of parents who agree to participate and sign the consent form.

What is the purpose of this research?

I will analyze the data that I obtain during this research to learn more about the level of understanding Arabic parents in this community have regarding the U.S. education system, the value they place on education, and what support / resources they believe would allow them to become more involved if offered by the district. Specifically, this research will focus only on the parents of Arabic students currently enrolled in first through third grade in Worth School District 127.

What procedures are involved?

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This research will be performed in Worth School District 127. Consent forms, survey, and addressed return envelopes will be send home in your child's homework folder. If you agree to participate in this study you must sign the consent form and return it and your completed survey in the provided envelope. This envelope will then be returned to your school in your child's homework folder. Survey and consent forms will be provided to you in both English and Arabic. If you would like to discuss your participation with a cultural brokers employed within Worth School District 127, please check the appropriate box provided on the consent form. District cultural brokers (EL Tutor ISBE Certified Paraprofessional & Bilingual Arabic Endorsed ISBE Certified Teacher) will be available to assist with translation needs between you and I, if requested a meeting will be scheduled for you to meet with me at my office located at the Worth School District administration center. All cultural brokers have signed a district contract binding them to confidentiality relating to all district families. Only registered district families will be participating in this study. The results of the survey will provide me with the supports / resources identified by you to better assist you in becoming more involved with your child's education. The district will respond to the needs identified by developing a district improvement plan.

At your request, a meeting with me will be conducted with the assistance of district cultural brokers, to allow for some flexibility in questioning. The survey will not ask any personal questions, and all participants will answer the same ten questions. These meetings will not be audio or video recorded. These meetings will only be held at your request for the primary purpose of gaining a deeper understanding of your participation in this study.

What are the potential risks and discomforts?

To the best of the researcher's knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. A possible risk of this research is that the information obtained in the interview could result in a loss of privacy (revealing to others that you are taking part in this study).

Are there benefits to taking part in the research?

The results of this research will be used to develop a district improvement plan. This plan will be implemented in all the district schools to help district staff better understand the needs of Arabic parents, the benefits of having this subgroup of parents become involved within the district, which may result in improving academic progress and state test scores of Arabic children in first thru third grade.

What other options are there?

You have the option to not participate in this study or you may withdraw at any time without penalty. You also have the option to not answer some of the questions in the survey.

What about privacy and confidentiality?

Information about you will only be disclosed to others with your written permission.

Study information which identifies you and the consent form signed by you will be looked at and/or copied for checking up on the research by: the researcher, my capstone committee chair, Marlon Cummings, and upon request Governors State University IRB committee. When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity.

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- I take the protection of your information very seriously.
- Transcribed data and signed consent forms will be saved and stored on a Worth School District computer within a secured, password protected file folder.
- Survey results, analyzed in aggregate, will be secured in a password protected computer file.
- If you request to personally meet with me at my office location, the meeting will not be audio or video recorded. Your name and any other names mentioned on the recording will be removed from the data.
- Your name will be replaced with an identification number. No record of your name or contact information will be linked to your identification number in any project file.
- I also will be careful to change or mask place names and any other identifying information that might give away your identity to a reader.
- The interview data is for my capstone project research. It is also possible that the research results may be published in the future. Participants names **will not** be published.

Can I withdraw or be removed from the study?

If you decide to participate, you are free to withdraw your consent and discontinue participation at any time. I also have the right to stop your participation in this study without your consent if I believe it is in your best interest.

Who should I contact if I have questions?

Contact the Student Investigator, Sinéad Chambers, EdD student at [REDACTED] or via email [REDACTED]. If you have any questions about this study or your part in it or if you have questions, concerns or complaints about the research. If you have any issues or questions that you don't feel comfortable discussing with Sinéad Chambers, please contact her advisor, Dr. Marlon Cummings at [REDACTED] or via email [REDACTED].

If you have any questions about your rights as a research subject, please feel free to contact the Governors State University Institutional Review Board Chair, Dr. Renée Theiss, PhD, at [REDACTED] or by email at [REDACTED].

Remember:

Your participation in this research is voluntary. Your decision whether or not to participate will not affect your current or future relations with Worth School District 127. You are free to withdraw at any time without affecting that relationship.

- ☐ I WOULD LIKE A CULTURAL BROOKER TO CALL ME AT THE FOLLOWING NUMBER:
_____.
- ☐ I WOULD LIKE TO SCHEDULE A MEETING WITH THE STUDENT INVESTIGATOR, SINÉAD CHAMBERS.
- ☐ AT THIS TIME, I DO NOT NEED TO BE CONTACTED OR REQUIRE A MEETING.

Signature of Subject or Legally Authorized Representative

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I have read the above information. I have been given an opportunity to ask questions and my questions have been answered to my satisfaction. I agree to participate in this research. I will be given a copy of this signed and dated form.

Printed Name

Signature

Date

Student Investigator

Date (must be same as subject's)

Appendix B

Arabic Consent Form

جامعة غفرنرز ستيت (Governors State University)
معلومات بحثية ونموذج موافقة للمشاركة في دراسة بحثية

تأثير مشاركة أولياء الأمور العرب على التقدم الدراسي لأطفالهم في مرحلة الصف الأول الى الصف ديستريكت 127 سكول " (Worth School District 127) الثالث الابتدائي في مدرسة "وورث

مطلوب منك المشاركة في هذه الدراسة البحثية، ويتعين على الباحثين تقديم نموذج موافقة مثل هذا النموذج لاطلاعك على معلومات حول البحث، توضيح أن المشاركة فيه أمر طوعياً، فضلاً عن توضيح مخاطر ومزايا المشاركة فيه، ومساعدتك على اتخاذ قراراً مستقراً. ينبغي عليك ألا ترددي طرح أي أسئلة تخطر في بالك على الباحث

اسم ولقب صاحبة البحث	شينيد تشامبرز (Sinéad Chambers). طالبة دراسات عليا ،
القسم والمؤسسة :	Interdisciplinary Leadership, Superintendent Concentration, Governors State University
العنوان وبيانات الاتصال:	مدرسة وورث سكول (Worth School District 127) وورث، إلينوي 60482، ديستريكت
مدير المشروع:	مارلون (Marlon Cummings)، درجة دكتوراه، رئيس مجلس إدارة كابستون ، كامينغز

لماذا يطلب مني المشاركة في البحث؟

أطلب منك المشاركة في هذه الدراسة البحثية لأنني أحاول معرفة المزيد من المعلومات حول مستوى فهم أولياء الأمور العرب في المجتمع المحلي للنظام التعليمي الأمريكي، ومعرفة مدى أهمية قياسهم للتعليم في حياة أطفالهم، والتعرف على طبيعة المساعدات والموارد التي يعتقدون أنها ستفيد أطفالهم في حال تم توفيرها من قبل المقاطعة. سأقوم بمقارنة نتائج الاستبيان بالتقدم سيتم فقط دعوة أولياء أمور الأطفال المسجلين حالياً في الدراسي لأطفال أولياء الأمور المشاركين في هذه الدراسة البحثية الصف الأول الى الصف الثالث الابتدائي للمشاركة في هذه الدراسة البحثية. سيتم استخدام البيانات التي تم جمعها وتحليلها لأغراض تطوير خطة تحسين المقاطعة

مشاركتك في هذه الدراسة أمر طوعي. واتخاذك القرار إما بالمشاركة أو عدم المشاركة لن يؤثر على علاقتك الحالية أو المستقبلية مع مدرسة وورث سكول ديستريكت 127. في حال اتخذت قراراً بالمشاركة، سيكون بإمكانك الانسحاب في أي

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وقت دون أن تتأثر على علاقتك بالمدرسة. ستبقى استجاباتك مجهولة الهوية أثناء الدراسة. لن يتم استخدام اسمك على مدى مراحل هذه الدراسة.

ستشارك 50 عائلة تقريباً في هذه الدراسة البحثية من مدرسة وورث سكول ديستريكت، وسيتم تحديد العدد النهائي للمشاركين من خلال عدد أولياء الأمور الموافقين على الموافقة المشاركة وتوقيع نموذج

ما الغرض من هذا البحث؟

سأقوم بتحليل المعلومات التي سأحصل عليها من هذا البحث لمعرفة المزيد من المعلومات حول مستوى فهم أولياء الأمور العرب في المجتمع المحلي للنظام التعليمي الأمريكي، ومعرفة مدى أهمية قياسهم للتعليم في حياة أطفالهم، والتعرف على طبيعة المساعدات والموارد التي يعتقدون أنها ستساعدهم على المشاركة على نحو أكبر في حال تم توفيرها من قبل المقاطعة. وعلى وجه التحديد، الطلاب العرب المسجلين حالياً في الصف الأول إلى الصف الثالث الابتدائي في مدرسة "سيركس هذا البحث فقط على أولياء الأمور" وورث سكول ديستريكت 127

ما الإجراءات المتعلقة بهذا البحث؟

سيتم تنفيذ هذا البحث في مدرسة وورث سكول ديستريكت 127. وسيتم وضع نماذج الموافقة، والاستبيان، ومغلف مكتوب عليه العنوان في مجلد الواجب المنزلي الخاص بطفلك، وسيتم إرسالهم إلى منزلك. يجب عليك توقيع نموذج الطلب وإعادته مع وضع الاستبيان المستكمل في المغلف المرسل اليك في حال موافقتك على المشاركة في هذه الدراسة. وستقوم بعد ذلك بإعادة هذا المغلف إلى مدرسة طفلك مع وضعه داخل مجلد الواجب المنزلي الخاص بطفلك. سيتم توفير الاستبيان ونماذج الموافقة باللغتين الانجليزية والعربية. إذا كنت تود مناقشة مشاركتك مع وسطاء ثقافيين يعملون في وورث سكول ديستريكت 127، فيرجى وضع علامة على المربع المناسب في نموذج الموافقة. الوسطاء الثقافيين في المقاطعة (معلمين لغة انجليزية ومعلمين عرب ثنائيي اللغة معتمدين من مجلس التعليم في ولاية إلينوي) سوف يكونوا متاحين للمساعدة في الترجمة بيني وبينك، وسيتم تحديد موعد لك في حال طلبت الالتقاء بي في مكتبي الواقع في مركز إدارة مدرسة وورث سكول ديستريكت. كافة الوسطاء الثقافيين قاموا بالتوقيع على عقد المقاطعة ليلزمهم بالحفاظ على سرية المعلومات المتعلقة بكافة عائلات المقاطعة. ستشارك في هذه الدراسة عائلات المقاطعة المسجلة نتائج الاستبيان ستوفر لي المساعدات والموارد المحددة من قبلك من أجل مساعدتك بشكل أفضل على المشاركة بشكل أكبر في فقط. ستستجيب المقاطعة إلى الاحتياجات المحددة عن طريق تطوير خطة تحسين المقاطعة وبناءً على طلبك، سيتم عقد لقاء. تعليم طفلك بينك وبينني بمساعدة الوسطاء الثقافيين في المقاطعة من أجل توفير بعض المرونة في طرح الأسئلة والاجابة عليها.

لن يحتوي الاستبيان على أي أسئلة شخصية، وسيجيب كافة المشاركين على نفس الأسئلة العشرة. لن يتم تسجيل هذه المقابلات سيتم عقد هذه المقابلات بناءً على طلبك فقط للغرض الرئيسي المتمثل في الحصول على فهم أعمق لمشاركتك. بالفيديو أو بالصوت في هذه الدراسة.

ما هي المخاطر والمضايقات المحتملة؟

على حد علم الباحثة، فإن الأمور التي ستقوم بها لا تنطوي على مخاطر تضر بك أكثر مما قد تواجهه في حياتك اليومية. الخطر المحتمل من هذا البحث هو أن المعلومات التي سيجري الحصول عليها في المقابلة يمكن أن ينجم عنها فقدان الخصوصية أن تكشف للآخرين بأنك مشارك في هذه الدراسة

هل هناك فوائد من المشاركة في هذا البحث؟

سيتم استخدام نتائج هذا البحث لتطوير خطة تحسين المقاطعة. سيتم تنفيذ هذه الخطة في كافة مدارس المقاطعة لمساعدة موظفي المقاطعة على فهم احتياجات أولياء الأمور العرب بشكل أفضل، وفهم الفوائد من اشتراك هذه المجموعة الفرعية من أولياء الأمور في المقاطعة، والذي ربما ينجم عنه تحسين في التقدم الدراسي ونتائج اختبارات الأطفال العرب في الصف الأول الي الصف الثالث الابتدائي

هل من خيارات أخرى متاحة؟

لديك الخيار بعدم المشاركة في هذه الدراسة أو يمكنك الانسحاب في أي وقت دون عقوبة. ولديك الخيار بعدم الاجابة على بعض أسئلة الاستبيان

ماذا عن الخصوصية والسرية؟

سيتم الافصاح عن أي معلومات تتعلق بك للآخرين بموافقة خطية منك فقط

معلومات الدارسة التي تحدد هويتك ونموذج الموافقة الموقعه من قبلك سيجري النظر فيهما أو نسخهما أو كلا من قبل: الباحث، ورئيس اللجنة، Governors State University. الأمرين معاً لغرض التحقق من البحث عندما مارلون كامينغز، وبناءً على طلب لجنة مجلس المراجعة الداخلية لجامعة يتم نشر ومناقشة نتائج البحث في المؤتمرات، لن يتم الكشف عن أي معلومات تتعلق بهويتك

- . إنني أتخذ أمر حماية معلوماتك بجدية بالغة
- سيتم حفظ وتخزين البيانات المدونة ونماذج الموافقة المسجلة في الحاسوب الخاص بمدرسة وورث سكول ومحمي بكلمة مرور ديسكريت داخل مجلد مأمّن
- سيتم تأمين نتائج الاستبيان المحللة بصورة اجمالية في ملف حاسوبي محمي بكلمة مرور
- إذا طلبت الالتقاء بي شخصياً في مكتبي، فلن يتم تسجيل اللقاء بالصوت أو الفيديو. اسمك والأسماء الأخرى الواردة في التسجيل سيتم ازالته من البيانات
- سيتم استبدال اسمك برقم تعريفى. لن يتم ربط أي سجل يحتوي على اسمك أو بيانات اتصالك برقمك التعريفى في أي ملف مشروع وسأحرص أيضاً على تغيير أو حجب أسماء الأماكن وأي معلومات تعريفية أخرى يمكنها الكشف عن هويتك للقارئ
- بيانات المقابلة هي لبحث مشروع كابستون الخاص بي. ومن الممكن أيضاً أن يتم نشر نتائج البحث مستقبلاً. ولن يتم نشر أسماء المشاركين

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هل يمكنني الانسحاب أو إلغاء مشاركتي من الدراسة؟

إذا اتخذت قراراً بالمشاركة، فلك حرية الاختيار بسحب موافقتك والتوقف عن المشاركة في أي وقت. كما يحق لي إيقافك عن المشاركة في هذه الدراسة بدون موافقتك إن رأيت أنها تصب في مصلحت

يمن ينبغي على الاتصال إن كان لدى أسئلة؟

اتصل بصاحبة البحث الطالبة / شينايد تشامبرز، على الرقم: [REDACTED] أو عبر البريد الإلكتروني-

إذا كان لديك أي أسئلة حول هذه الدراسة أو حول مشاركتك فيها، أو لديك مخاوف أو شكاوى عن البحث. إذا كان لديك أي مشاكل أو أسئلة لا تشعر بالارتياح بمناقشتها مع شينايد تشامبرز، فيرجى الاتصال بمشرفها الدكتور مالون كامينغز على الرقم [REDACTED] أو الاتصال بالهاتف الفرعي [REDACTED] أو عبر البريد الإلكتروني [REDACTED]

إذا كان لديك أي أسئلة حول حقوقك بصفتك موضوع البحث، فلا تتردد في الاتصال برئيس المراجعة الداخلية للجامعة الدكتور/رينيه ثيس، درجة دكتوراه على الرقم [REDACTED] أو عبر البريد الإلكتروني: [REDACTED]

ملاحظة

مشاركتك في هذه الدراسة أمر طوعي. اتخاذك القرار بالمشاركة أو عدم المشاركة لن يؤثر على علاقتك الحالية أو المستقبلية مع مدرسة وورث سكول ديستريكت 127. يمكنك الانسحاب في أي وقت دون أن تتأثر علاقتك بالمدرسة

أود أن يتم الاتصال بي من قبل وسيط ثقافي على الرقم: -----

أود الترتيب للقاء مع صاحبة البحث الطالبة شينايد تشامب -----

لا أود أن يتم الاتصال بي أو عقد لقاء معي في هذا الوقت -----

توقيع المشارك أو الممثل المفوض قانونياً

لقد قرأت المعلومات بأكملها، وتم إتاحة الفرصة لي بطرح أسئلتي وتمت الإجابة عليها بالكامل. أوافق على المشاركة في هذا البحث. وسيتم إعطائي نسخة من هذا النموذج الموقع والمؤرخ

الاسم مطبوعاً:-----

التوقيع:-----

التاريخ:-----

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Appendix C

Governors State University

**The Influence of Arabic Parental Involvement on Their Children's Academic Progress
Currently Enrolled in First Through Third Grade in Worth School District 127**

PARENT SURVEY

Identification # _____ **Home School: Worthwoods** _____
Worth Elementary _____

Dear Parent,

Please answer questions 1-10 as honestly and accurately as possible. Please remember that your responses and participation in this study will be anonymous and will not impact your relationship with the district.

Copies of this survey are available in Arabic, and upon your request translators will be available to assist you. The translator will not be able to provide you with any input regarding your response, he or she will only be available to assist you with any language or cultural questions you may have relating to the survey. Please feel free to respond to this survey in the language you feel most comfortable.

1. Are you satisfied with the education being offered to your child in Worth School District 127? Please provide details.

2. Are you satisfied with the services that are offered to you as a parent from Worth School District? Please provide details.

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3. Are you satisfied with the education being offered to your child on a daily basis within his or her classroom?

4. How important do you believe your role as a parent is in your child's education? Please provide details.

5. What do you believe your role is in your child's education, or do you believe the education of your child is solely the responsibility of the district? Please provide details.

6. Do you believe Worth School District 127 could do more to help you become more actively involved in your child's education? Please provide details.

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7. Do you believe the education level achieved by a parent effects his or her ability to participate in his or her child's education? Please provide details.

8. If parent workshops were offered by the district would you attend? If not, please provide your reasoning. If yes, please provide us with the best time. Morning, afternoon, or evening?

9. Please provide a list of workshops you would like the district to offer parents.

10. Have you ever attended any workshops offered within the community for parents? For example, programs at the public library or Moraine Valley Community College.

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Once again, your participation and responses are confidential and will only be used for the purpose of this study.

Thank you for participating in this study.

Student Investigator: Sinéad Chambers

Contact number: [REDACTED]

University: Governors State University

Faculty Advisor: Dr. Marlon Cummings

Contact number: [REDACTED]

University Office: Governors State University, [REDACTED]

Appendix D

Governors State University

**The Influence of Arabic Parental Involvement on Their Children's Academic Progress
Currently Enrolled in First Through Third Grade in Worth School District 127**

PARENT SURVEY

Identification # _____ Home School: Worthwoods _____
Worth Elementary _____

الوالد العزيز،
يرجى الإجابة على الأسئلة 1-10 بأمانة ودقة قدر الإمكان. يرجى تذكر أن إجاباتك ومشاركتك في هذه الدراسة ستكون مجهولة الهوية ولن تؤثر على علاقتك مع المنطقة التعليمية.

تتوفر نسخ من هذا الاستطلاع باللغة العربية، وسيوفر المترجمون لمساعدتكم. لن يتمكن المترجم من تزويدك بأي معلومات تتعلق برديك، ولن يكون متاحاً إلا لمساعدتك في أي أسئلة لغوية أو ثقافية قد تكون لديك. لا تتردد في الرد على هذا الاستطلاع باللغة التي تشعر بالراحة أكثر.

إذا كنت ترغب في مقابلة مع الباحث من هذه الدراسة لمناقشة الموضوع أكثر من ذلك، واسمحوا طلبك يعرف لعضو من الموظفين.

١. هل أنت راض عن التعليم الذي يقدم لطفلك في منطقة التعليم 127 التعليمية؟ يرجى تقديم تفاصيل؟

٢. هل أنت راض عن الخدمات التي تقدم لك كوالد من منطقة مدرسة وورث؟ يرجى تقديم تفاصيل؟

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٣. هل أنت راض عن التعليم الذي يقدم لطفلك في منطقة التعليم 127 التعليمية؟ يرجى تقديم تفاصيل؟

٤. ما مدى أهمية دورك كوالد في تعليم طفلك؟ يرجى تقديم تفاصيل؟

٥. ما هو دورك في تعليم طفلك، أم تعتقد أن تعليم طفلك هو وحده مسؤولية المنطقة؟ يرجى تقديم تفاصيل؟

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٦. هل تعتقد أن مدرسة 127 Worth School District يمكن أن تساعدك على المشاركة بنشاط أكبر في تعليم طفلك؟
يرجى تقديم تفاصيل؟

٧. هل تعتقد أن مشاركة الوالدين في تعليم أبنائهم مهمة؟ يرجى تقديم تفاصيل؟

٨. إذا كانت ورشة العمل الأم قدمت من قبل المقاطعة سوف تحضر؟ إذا لم يكن كذلك، يرجى تقديم المنطق الخاص بك. إذا كان الجواب نعم، يرجى تزويدنا أفضل وقت. الصباح، بعد الظهر، أو في المساء؟

٩. يرجى تقديم قائمة من ورش العمل التي ترغب في المنطقة لتقديم الآباء والأمهات.

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١. هل سبق لك أن حضرت أي ورش عمل قدمت داخل المجتمع للآباء والأمهات؟ على سبيل المثال، البرامج في Moraine Valley Community College أو المكتبة العامة؟

شكرا لك على المشاركة في هذه الدراسة. سوف تستفيد مشاركتك جميع الأسر التي تعيش في منطقة مدرسة Worth School District 127.

ومرة أخرى، تكون مشاركتكم واستجاباتكم سرية ولن تستخدم إلّا لأغراض هذه الدراسة.

Student Researcher: Sinéad Chambers

Contact number: [REDACTED]

University: Governors State University